AEL Director's Guide

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ATTACHMENT LIST

OVERVIEW

Purpose of Adult Education and Literacy

The purpose of Title II (AEFLA) of the Workforce Innovation and Opportunity Act (WIOA) is to provide adult education and literacy activities to:

A. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
B. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children;
C. Assist adults attaining a secondary school diploma and in the transition to postsecondary education and training, including career pathways; and
D. Assist English Language learners in improving literacy skills, mathematic skills and in acquiring an understanding of the American system of government, individual freedom, and responsibilities of citizenship.

Adult Education and Literacy Program Activities

The adult education and literacy program activities include:

A. Adult education
B. Literacy
C. Workplace adult education and literacy
D. Family literacy (Note: Missouri will not be funding this activity)
E. English language acquisition
F. Workforce preparation
G. Integrated education and training.

These are discussed in further detail in the Program Operations section of the Director's Guide.

Eligible Students

An eligible student of "adult education" is an individual-

A. Who has attained 16 years of age*
B. Who is not enrolled or required to be enrolled in secondary school under State law; and
C. Who –
    1. Is basic skills deficient**
    2. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
    3. Is an English language learner.

*In Missouri a 16 year old must also have completed 16 units of high school credit or the individual must be at least 17.
**This could include individuals attending post-secondary education in need of remediation as well as individuals who need remediation preparing for post-secondary education. (Receive a Scale Score of less than 800 in any subject on TABE 11/12).

A 16-year-old applying for AEL services must verify he or she has completed 16 units of credit toward high school graduation before being allowed to enroll into an AEL program. This verification (i.e. transcript) can be obtained from either the school district, the non-public school the student attended or from the student, providing the student has an official transcript.

It must be verified that a home schooled 16 year-old applying for AEL services or applying to take the HSE Tests has met the requirements of 167.031 RSMo including 1000 hours of instruction. A signed statement by the parent or guardian stating the student has met this requirement and is no longer being home schooled is sufficient.

Court-ordered Attendance

If a 16-year-old is ordered by the court to attend AEL classes, even if he or she hasn't completed 16 credits toward high school graduation, the program may enroll the student provided the program receives a copy of the court-order or court-referral.

Serving Home Schooled Adults

High school students who are 17 or older that have left a public/private school to continue their education as a home schooled student are reported by the school district as "transfer" students. They are still considered enrolled in secondary education and are not considered to be dropouts. Because of this status, these students are not eligible for AEL services.

"Drop-Out" Documentation

It is required that a youth's dropout status be documented for those who are under 21 years of age. Documentation of drop out status could include a letter from the school district indicating they consider this individual a dropout or the school district could also provide a list of dropouts. For home schooled students, a letter from the parent(s) that the student is no longer being home schooled is sufficient documentation. Self-declaration of drop-out status is allowed.

Restrictions on Students – F1 Visa Students

Congress enacted a law (Section 625 of Public Law 104-208) establishing section 214(m) of the Immigration and Nationality Act. The law that took effect on November 30, 1996, placed limitations on foreign students (F-1) attending publicly funded institutions and created additional requirements for intending F-1 students attending public high schools (grades nine through twelve). Student F-1 visas cannot be issued to persons seeking to enter the United States in order to attend a public primary/elementary school or a publicly funded adult education program.

F-1 students are prohibited from attending publicly funded adult education programs.

Dependents of a nonimmigrant visa holder of any type, including F-1, are not prohibited from attendance at an adult education program.
The following is the link to the guidance from the State Department:
https://www.ice.gov/sevis/schools/reg#f

Guidance on How Programs Can Help Students Receive Deferred Action for Childhood Arrivals (DACA)

At the time of publication of this AEL Director's Guide (April 2019), DACA is not available.

On June 15th, 2012, Secretary of Homeland Security Janet Napolitano announced that effective immediately, undocumented immigrants who were brought to the United States as young children, do not present a risk to national security or public safety, and meet several key criteria will be considered for relief from removal from the country or from entering into removal proceedings. Information regarding Deferred Action, can be found at: www.USCIS.gov and https://www.dhs.gov/deferred-action-childhood-arrivals-daca

Eligibility for Deferred Action

Those who demonstrate that they meet the criteria may be eligible to receive deferred action for a period of two years, subject to renewal. Each application will be reviewed on a case by case basis. To be eligible, individuals must:

A. Have entered the United States under the age of 16;
B. Have been physically present in the United States as of June 15, 2012, and have continuously resided in the United States for at least five years;
C. Have been younger than 31 as of June 15, 2012;
D. Currently be "in school" (enrolled in AEL is considered "in school"), have graduated from high school, have obtained a high school equivalency (HSE) certificate, or have been honorably discharged from the US Armed Forces or Coast Guard;
E. Have not been convicted of a felony, a significant misdemeanor offense, multiple misdemeanor offenses, or do not otherwise pose a threat to national security or public safety; and

F. Be at least 15 years old, unless that person is in removal proceedings (this is not applicable to AEL students).

To apply for Deferred Action, a letter using program letterhead must be sent to the USCIS providing evidence that a student is going to school. Additional required information may include: date enrolled, hours of attendance; goals (post-secondary or employment); current educational level; type of educational program currently enrolled in.

Requirements for obtaining an official ID necessary for HSE are available at dor.mo.gov\pdf\idrequirements.pdf.

Accommodating Students with Disabilities or Other Special Needs

Each local program must provide facilities and instruction to eligible individuals such that it meets the requirements of the Americans with Disabilities Act of 1990, as amended. (https://www.ada.gov/) Services shall be provided to allow the individual to participate on an equal basis with non-disabled peers.

Local Procedure in Assessing the Disabled:

A. The individual declares he/she has a disability and requests a modified method for receiving services.

B. The individual provides documentation from a qualified professional as to the nature and severity of the disability. The following can be used for primary accommodation documentation:

   a. Current psychological report
   b. Psycho-educational report
   c. Psychiatrist report
   d. Neuropsychological report

   Additional documentation which can assist determining the accommodation, but cannot replace the primary documentation:

   a. Most recent IEP
   b. Most recent 504 plan
   c. Psychological, psycho-educational or neuropsychological report (over 3 years)
   d. Letter from rehabilitation counselor or case manager

C. The local program makes a determination as to whether or not the request is reasonable.

D. If it is determined the request is reasonable, the local program will work with the student to determine the best method to accommodate the individual.

The appropriate accommodation(s) will be determined by the teacher based on the primary diagnosis documentation. Diagnosed disabilities create an environment where under typical testing conditions: the test-taker cannot show what they know. The following could be considered for accommodation based on the diagnosis and should relate to creating a "level playing field" for the student to show what they know. Accommodations should be chosen that could be approved for formal testing (i.e. high school equivalency):

a. Screen Magnification
   - Large print test book (larger than 14 point)
   - Selectable background and foreground colors
   - Large print answer sheet (larger than 14 point)

b. Alternate Test Formats
   - Braille
   - Recorded audio with tactile figure supplement
   - Recorded audio with large-print figure supplement
   - Recorded audio

c. Assistance
   - Scribe
   - Sign language interpreter (for spoken directions only)
   - Braille slate and stylus (for note taking only)
   - Oral interpreter (for spoken directions only)
   - Perkins brailler (for note taking only)
   - Printed copy of spoken directions (for paper-based tests only)

d. Extended Testing Time
   - 25 percent (time and one-quarter)
   - 50 percent (time and one-half)
   - 100 percent (double time)

e. Breaks During Testing

f. Other Accommodations Requested (For example, separate room, food or drink for medical purposes)

E. If the student does not have the appropriate documentation to support the accommodation request, the local program may continue to work with the student without accommodation.

For a complete list of accommodations, procedures and test forms, refer to the test publisher's (TABE, CASAS or TABE CLAS-E) guidelines.

For students preparing to take the HiSET test, please refer to https://hiset.ets.org/requirements/disabilities/?WT.ac=hiset_34809_take_disabilities_160915 for a complete list of testing accommodations, the approval process, test prep materials, etc.

FISCAL

Budget/Funding

An AEL program is funded based on the local program submitting a grant proposal, typically once every 3 years and subsequently being awarded a grant by the DESE AEL office. Once the grant is awarded, funding is for one year with an option to renew for an additional 2 years.

Budget Structure

Year 1: 100% of the budget is determined on a needs based request submitted by the program during the grant application/IFB process. The final budget amount may be reduced by the State AEL Office according to availability of funds.

Year 2 (FY 19): 100% of the budget is based on the Year 1 amount. The local AEL program will be informed of their budget amount. The program must in turn submit a budget to the AEL state office detailing the line item amounts for Categories I and II. (Line item/object code descriptions are Attachment 1)

Year 3 (FY 20): 100% of the budget is based on the Year 1 amount. The local AEL program will be informed of their budget amount. The program must in turn submit a budget to the AEL state office detailing the line item amounts for Categories I and II. (Line item/object code descriptions are Attachment 1)

After FY 20 – Year 2 and 3 of grant cycle - A portion (10%) of a local program's budget will be based on prior performance. More than likely the 10% will be based on Measurable Skill Gains from two years prior. Example - Fiscal Year 2020's budget will be based on Fiscal Year 2018 data. The local AEL program will be informed of their budget amount. The program must in turn submit a budget to the AEL state office detailing the line item amounts for Categories I and II. (Line item/object code descriptions are Attachment 1)

Measurable Skill Gains – 10%
To determine the program's total academic progression rate for funding divide: Total of all 12+ hour pretested student with progression **by** Total of all 12+ hour, pre-tested students. This is compared to the average of the academic federal targets and the result determines the amount of the 10% the program will receive:

At or above target – All 10%
1-2 percentage points below – 9%
3-4 percentage points below – 8%
5-6 percentage points below – 7%
7-8 percentage points below – 6%
9-10 percentage points below – 5%
11-12 percentage points below – 4%
13 percentage points below – 3%

14 percentage points below – 2%
15 percentage points below – 1%
> 15 percentage points below – 0%

Number of Students Served as Compared to Budget Spent

Programs must pay attention to the actual numbers served as compared to the numbers they say they are going to serve in their grant/IFB. The state AEL office requires the percent of students served as compared to the percent of budget spent be proportionate. If the percentage is significantly out of proportion*, this could result in a finding during the review process.

*Significantly out of proportion would mean that the percent of budget spent is 20% more than the served percent.

Financial Guidelines

When receiving federal funds, programs must comply with the Code of Federal Regulations, Uniform Grant Guidance; therefore, programs should be familiar with those documents.

The program shall agree and understand that the State of Missouri does not make advanced payments for any services performed or goods purchased or provided.

The program must ensure that all services have been provided and costs have been incurred or encumbered prior to submitting an invoice to the State AEL office for payment/reimbursement from the state agency.

Expense Reporting Instructions

A. An e-mail is sent out monthly informing the programs when the expense reports are due (usually around the 1st or 2nd of the month for the prior month). If expenses are submitted after that deadline, expenses must be reported in the next month's column.   For example, an e-mail will be sent at the end of August telling you that your August expenses are due September 2. Expenses reported, by noon on September 2, get reported in the August column. Expenses reported after the deadline of noon, September 2, MUST be reported in the September column.

B. Payments are made, based on the amount reported on the expense report, around the 20th of each month.

C. Before submitting (e-mailing) your reports, always make sure the YTD totals on the expense report match the YTD totals in your accounting system.

D. At the first part of each month all expenses reported for the prior month are processed and entered into the Department's payment system. As soon as this is done, the reports for the prior month are closed out and corrections to those reports cannot be made. If you have a correction to a report previously submitted, the correction must be made in the current month's report – DO NOT go back to a prior month and make the changes.

E. Expenses will need to be reported, at the minimum, on a quarterly basis. If you are reporting expenses on a quarterly basis, enter all expenses in the current month's column. For example, if you report July, August, and September on October 1, you will submit all 3 months in the September column.

F. If you are late in reporting your expenses, enter the expenses in the current month's column. For example, if you report September's expenses on October 8, you will need to submit the expenses in the October column. September's expenses are closed out, and the next payment will be for the month of October.

G. Line item transfers: If you need to move money between line items (over $100), you must submit a request to the AEL financial officer prior to making the transfer. You must provide an explanation as to why you need extra funds in the line item you are moving it to and why you have available funds in the line item you are moving it from. Once approved, you must make the changes on your Excel expense reporting form in the budget column and e-mail to the financial officer. When e-mailing the form with the transfers, indicate in the e-mail that you have made transfers based on prior approval. When moving money, you may not go over your total budget and you may not exceed the approved administrative percent from your grant for administration (Category II).

Monthly/quarterly and year-to-date (YTD) expenses reported to the state AEL office must tie directly back to the program's accounting system.

The program's accounting system must track YTD expenses by line item. The line item YTD expenses reported to DESE must match the YTD expenses of the host agency's accounting system.

All costs must have appropriate documentation to support the expenses being reported. There must be documentation to support salaries, benefits, travel, supplies, etc.

If the program is receiving funds from other sources, the program must track the expenditure and receipt of those funds separately within its organization. AEL grant recipients must maintain records which adequately identify the source and application of federal funds. These records must contain financial information pertaining to the grant award/contract which identifies that grant/contract's activities. Grant/contract revenues, expenditures, etc. must be separately identified with codes and must not be comingled with other state, federal, and local funds.

Starting July 2017, the administrative budget/expenses (Category II) may not exceed 18% (if requested and approved over 5% - per grant requirements) of the total budget/expenses.

All the expenses reported are allowable in accordance with the Code of Federal Regulations, Uniform Grant Guidance publication. All costs must be directly attributable to the program for which you are reporting. For example, if you travel to Jefferson City for a Missouri Options workshop, you cannot charge your travel costs for this workshop to your AEL program.

Basic Guidelines of Allowable Expenses:

To be allowable under a federal award, costs must meet the following general criteria:

A. Be necessary and reasonable for proper and efficient performance and administration of federal awards and be allocable thereto under these principles.
B. Be authorized or not prohibited under state or local laws or regulations.
C. Conform to any limitations or exclusions set forth in these principles, federal laws, or other governing limitations as to types or amounts of cost items.
D. Be consistent with policies, regulations, and procedures that apply uniformly to both federally assisted and other activities of the governmental unit.
E. Be accorded consistent treatment. Consequently, a cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a federal award as an indirect cost.
F. Be determined in accordance with generally accepted accounting principles appropriate to the circumstances.
G. Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-supported activity in either the current or a prior period.
H. Be net of all applicable credits.
I. Be adequately documented.

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. In determining reasonableness of a given cost, consideration shall be given to:

A. Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the governmental unit and efficient performance of the federal award.
B. The restraints or requirements imposed by such factors as sound business practices, arms-length bargaining, federal, state and other laws and regulations, and terms and conditions of the federal awards.
C. Market prices for comparable goods or services.
D. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the governmental unit, its employees, the public at large and the federal government.

E. Significant deviations from the established practices of the governmental unit which may unjustifiably increase the federal awards cost.

Examples of Allowable Costs/Non-allowable Costs Specific to AEL

A. AEL funds are to be used for instructing and preparing students for the HSE test. Expenses to cover HSE testing are not allowable. AEL funds cannot be used to pay for test fees, purchase HSE graduation gowns, food or beverages for a HSE graduation reception, etc.

B. Food/treats/beverages cannot be purchased with AEL funds when hosting a meeting or workshop.

C. Due to the limitations of funds, the program may not use AEL funds for rent or lease payments. However, the program may use AEL funds to pay for cost (i.e. rent) associated with co-location at Job Center.

D. Incentives and bonuses for staff, students or a speaker are not allowable. You can pay "salary" for a speaker or a contracted dollar amount but not give them an incentive or gift.

E. Memberships, subscriptions, and professional activity costs are allowable.

F. Child care costs and transportation costs for students are allowable – support services that are necessary to enable individuals to attend and complete programs are allowable. To reimburse a student for child care costs, the attached "Reimbursement for Child Care Expense" form (Attachment 2) must be used. To assist in transportation costs, follow the attached "Transportation Support Assistance Guidance" document (Attachment 3).

G. Fingerprinting costs are allowable as a reimbursable cost; however, the teacher must be hired in order to reimburse them for these costs.

H. Paying for teacher planning time is allowable. However, it must be based on actual hours worked and those hours must be documented. It cannot be based on an assumption of time.

Category I (Instruction) vs. Category II (Administration)

Costs may be charged to Instruction if it "*directly"* benefits instruction and/or when there is direct contact with students. For example, orientation with students, talking to students on the phone, etc. can be charged to Instruction. A teacher's time for attending a PD workshop can be charged to instruction.

If it does not directly benefit instruction it should, generally, be charged to admin. For example, LACES entry is admin; oversight of teacher activities is admin. These things may ultimately benefit instruction, but there is not a direct benefit to instruction.

<u>Time and Effort</u>

Staff will fall into one of three categories to determine appropriate documentation to record Time and Effort. The below outlines these 3 categories. For more detail on Time and Effort documentation, see items A and B within this section.

1. For “salaried” staff who spend 100% of their time on AEL Admin or spend 100% of their time on AEL Instruction, and paid with AEL funds, the program must keep semi-annual certifications for those staff members.

2. For “salaried” staff who work on more than one program (e.g. AEL and Alternative Education) or cost objective* (e.g. instruction and administration) and are paid with AEL funds, the program keeps time sheets (PAR reports if an LEA) for those staff.
   *An employee can be working on two activities that can be considered a single cost objective (timesheets not required) such as English Language Acquisition (ELA) and Integrated English Literacy and Civics Education (IEL/CE). The key to determining whether an employee is working on a single cost objective is whether the employee’s salary and wages can be supported in full from each of the Federal awards on which the employee is working. For example, are the IEL/CE activities allowable under the ELA grant? Are the ELA activities allowable under the IEL/CE grant? If yes to both, then it can be considered a single cost objective. If considered a single cost objective, this must be documented. Include in the documentation that while it is a single cost objective the expenditures are tracked separately since the funds are awarded separately.

3. For “hourly paid” staff, the program keeps documentation to support the number of hours an employee is paid in a pay period.

After recording time and effort, the payroll office must be provided with this time and effort documentation to ensure that salaries are appropriately funded based on actual time spent on a specific activity. The purpose of keeping time and effort records and tracking an individual’s time to a particular federal grant is to determine the funding source to be used to pay an individual’s salary. For example, if a timesheet shows 60% time towards AEL and 40% to Community Education, 60% of the salary is to be paid from AEL funds and 40% Community Education funding. It is allowable to process payroll based on how an individual’s time is budgeted, but then the program MUST reconcile with that individual’s actual time towards a particular activity and make appropriate adjustments. This reconciliation should be done at least quarterly.

The following describes the time and effort requirements, as detailed in the Code of Federal Regulations, Uniform Grant Guidance.

A. Time and Effort Documentation for LEAs, Non-Profits and Community Based Organizations

Time and Effort: Records are required for all employees, including teachers, paraprofessionals, administrators, and other staff that are paid with federal funds to document the time and effort they spend within the program. The portion of the federally paid salary should be reflective of the actual activity, not budgeted, the individual has put forth for that federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program or used as match for a federal program. For example, any staff member that works on more than one program (AEL, EL Civics, Community Education, etc.) must track time related to each program

Semi-Annual Certification: Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications are required to be prepared at least semi-annually. A sample form is attached (Attachment 4).

Monthly Personnel Activity Report (PAR): Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports (PARs). Salaries and wages of employees used in meeting cost sharing or matching requirements of Federal awards must be supported in the same manner as those claimed as allowable costs under Federal awards. A sample form is attached (Attachment 5)

B. Time and Effort Documentation for Institutions of Higher Learning (IHE)

Time and Effort: Any employee at an Institution of Higher Education (Universities and Community Colleges) whose salary (wage) is funded in whole or in part by federal funds must complete a time and effort report.

For professorial and professional staff paid from federal funds, the time and effort reports must be prepared each academic semester, but no less frequently than every six months. For non-professional and other staff, the time and effort reports must be prepared no less frequently than monthly. The time and effort reports must: (see sample form - Attachment 6).

1. Reflect the distribution of activity expended by the employee (must indicate all of the federal and non-federal activities the employee worked on).
2. Reflect an after-the-fact reporting of the percentage distribution of activity of the employee (must be based on how the employee actually worked). Charges may be made initially on the basis of estimates made before the services are performed, provided that such charges are promptly adjusted if differences are indicated by the time and effort reports.

3. To confirm that the distribution of activity represents a reasonable estimate of the work performed during the reporting period, the employee accomplishing the work should sign the report. Reports may be signed by the employee, principle investigator, or responsible official(s) using suitable means of verification that the work was performed.

Stipends and Extra-Duty Pay

When a local program pays for extra work beyond an employee's regular contract, then the local program must develop a written agreement with the employee that indicates the extra work to be performed, the date(s) of performance, and the amount to be paid to the employee (hourly rate or "lump sum for "job"). The agreement must also be signed by the local program and the employee to show the acceptance of the terms.

In addition, the employee must complete time and effort documentation that supports the extra work beyond the employee's regular contract. This documentation could be a semi-annual time certification (if being paid as "lump sum") or monthly personnel activity reports (if paid an hourly rate) monthly personnel activity reports, or a time and effort reports.

An example of this might be where an employee receives compensation to attend a PD workshop and this is not part of that employee's regular contract.

Purchase and Inventory of Equipment

All equipment purchases must be consistent with the approved budget and have been approved by the state AEL office. Equipment purchased with AEL funds is reported on the expenditure report under the "capital outlay" line item.

Purchase of equipment (defined as costing over $1000 per unit and having a useful life of a year or more) must have prior written approval of the State AEL office. The AEL-4 must be completed and e-mailed to: ael@dese.mo.gov for approval. This form can be found at: https://dese.mo.gov/sites/default/files/AEL-4.pdf

Items with an acquisition cost of under $1,000 per unit which are considered attractive or easily pilfered are subject to the inventory management and control requirements. These items include, but are not limited to: audio-visual equipment, PDAs, digital cameras, laptops, television sets, DVD players, iPads, cell phones, power tools, computers, computer accessories and computer software (license costing $5,000 or more).

In the event an AEL program is discontinued/defunded, the State AEL office may request that all supplies, materials and equipment, purchased with AEL funds be returned to the State AEL office.

If equipment purchased with AEL funds becomes unusable or no longer needed, the local entity must notify the State AEL office. If the equipment is unusable the local entity

may dispose of this equipment in accord with local policies/procedures. If the equipment is no longer needed, the State AEL office may facilitate in locating another AEL program that can use the equipment. It will be the responsibility of the two local programs to complete the transfer.

An inventory list of all equipment purchased with AEL funds must maintained. Equipment records must include:

A. Description of the property/equipment
B. Serial number or other identification number
C. Funding source of property
D. Who holds the title, if applicable
E. Acquisition date
F. Cost of the equipment
G. Percentage of federal participation
H. Location, use and condition of the property
I. Any ultimate disposition data including the date of disposal and sale price of the property.

A physical inventory of the property must be taken and documented at least once every two years. A control system must be developed to prevent loss, theft, or damage. Adequate maintenance procedures must be developed to keep the equipment in good condition.

<u>Record Retention</u>

AEL grant recipients must keep records that fully disclose the amount and use of those funds, the total cost of the activity for which the funds are used, the share of cost provided from other sources, and other pertinent information which will facilitate an effective financial or programmatic audit.

The federal retention period is three years for all financial and programmatic records. The starting date of retention begins on the day the final expenditure report is submitted. The retention period for equipment records starts on the date of disposition or replacement or transfer. If any litigation, claim, negotiations, audit or other action involving the records started before the end of the three year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and the final action taken, or until the end of the three year period, whichever is later.

To help clarify which programmatic information must be retained the following guideline is provided:

Programs are not required to keep documents such as the progress plan, homework, and informal testing papers/results unless they are being used to justify early post-testing. (See the “State AEL Post-Testing Policy” in the Post Testing section). These documents can be given to the student, destroyed, etc.

Programs must retain documents such as:

A. Student enrollment form
B. Signed non-disclosure statement
C. Student Individual Education Plans (IEP) from a school district
D. Diagnostic results, i.e., PowerPath, Washington Learning Needs Screening Tool (Washington 13)

You must also retain documentation that directly supports the information in LACES regarding the student. This means attendance records must be retained; formal testing results (scores), i.e., TABE, CASAS and TABE CLAS-E scores must be retained (answer sheets do not need to be retained). This documentation must also be kept for a minimum of 3 years and the record retention guidelines must be followed.

<u>"Supplement not Supplant" Guidelines</u>

Under the federal "supplement, not supplant" requirement, non-Federal entities may use federal funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the federal funds, be made available from non-federal sources for the education of participating students. In no case may non-Federal entities use federal program funds to supplant (take the place of) funds from non-federal sources.

Supplement, not supplant provisions generally operate the same way for all programs. Supplanting is presumed to occur in the following instances:

A. The non-Federal entity uses federal funds to provide services that it is required to make available under other federal, state or local laws.
B. The non-Federal entity uses federal funds to provide services that were provided with non-federal funds in the prior year.

These presumptions are rebuttable if the non-Federal entity can demonstrate that it would not have provided the services in question with non-federal funds had the federal funds not been available. For example, a non-Federal entity in the past year had used state or local funds to pay the salaries of certain personnel. The non-Federal entity then experiences significant loss of revenue. In the next year that non-Federal entity may be able to demonstrate that the use of current year federal program funds to pay for the salary costs would not be supplanting because, without the federal funds, it would not have the resources needed to maintain these positions. This exception can also be used where the services are mandated by state law, but the state provides no funds for it.

When using this rebuttable exception it is very important that the non-Federal entity maintains good fiscal records and documentation from their Management (School Board, Board of Directors, Authorized Representatives, etc.) that will permit an auditor or program monitor to conclude that they have not supplanted.

In particular, a non-Federal entity that believes it could not maintain services previously paid with state or local funds had federal program funds not been available should:

A. Be able to demonstrate a decrease of state and local funds from the prior year, and the maintenance or increase in standard operating costs (salaries, benefits, supplies, etc.) from the prior year;
   OR
   Be able to demonstrate that any increase in state and local funds is less than increases of the standard operating costs, and state/local funds have not been redirected to a new activity;
   AND
B. Be able to demonstrate that Management is on record as deciding to eliminate the activity under question unless a new source of funds is made available from non-state and non-local funds (in the absence of state and local funds), and the activities to be funded under a particular federal program are clearly consistent with the purpose of that program.

<u>Sub-Contracting Guidelines</u>

Prior to entering into a subcontract agreement, the AEL program must obtain written approval from the State AEL office. For any subcontract you must provide to us via e-mail:

A. Name of entity/agency with which you are subcontracting;
B. Contracted amount, and
C. Services provided under the subcontract.

A guideline to follow to determine whether or not you are entering into a “subcontract” arrangement – If you pay another entity to perform a function of what you said that you will provide in your grant, this would be considered a subcontract and must have prior approval from the State AEL office.

Examples:

A. Paying another entity/agency to perform the function of AEL instruction would be a subcontract.

   Contracting with an agency to provide orientation services is a subcontract.

B. Paying a one-stop center for building usage would NOT be a subcontract.

   Contracting with a marketing firm to develop marketing materials would NOT be a subcontract.

CERTIFICATION AND PROFESSIONAL DEVELOPMENT

To teach in a Missouri AEL funded program, teachers are required by state law to obtain a Missouri AEL Certificate of License to Teach.

General Policy Regarding Background Checks - Public school districts are responsible for complying with 168.133 RSMo regarding background checks; AEL programs that have staff employed by a public school district are responsible for complying with the employing district's policy on background checks to ensure appropriate staff undergo or have undergone background checks. AEL programs that do not have staff employed by a public school district are not subject to 168.133 RSMo; those programs must follow the policies of their employing agency regarding background checks.
For an individual who is hired as an AEL teacher, the program must follow what is in the "Pre-hiring Requirements" (below) regarding background checks.

AEL Program Director **–** Each AEL program director must be certified as an AEL teacher. If a new director does not have this certification he/she must obtain this certification within 12 months of being hired as the AEL program director.

AEL Teacher Certification **–** AEL teachers (paid or volunteer) must be certified (having received certification verification from DESE) within 4 months of their hire date/start date.

Both the director and the teacher have responsibility in the certification process; however, it is ultimately the director's responsibility to ensure that certification is kept up to date. It could be considered a disallowed cost if DESE has reimbursed a program for any expense associated with any AEL teacher not certified within 4 months of his/her hire date (12 months for Directors), or for those teachers whose certification has expired.

Hire/start date – For paid teachers, the hire date is defined as the date that the teacher is officially on the payroll. For volunteer teachers, the start date is defined as the first day that the individual teaches.

The requirements for hiring and certifying a teacher are found at http://www.dese.mo.gov/educator-quality/certification and are described in the Requirements section below.

Requirements for Hiring and Certifying Teachers

AEL Teacher Pre-hiring Requirements

A. Applicants must have a baccalaureate degree from an accredited college or university.
B. Applicants must have cleared a DESE fingerprint/background check conducted through the Missouri Automated Criminal History Site (MACHS) within the last 12

months prior to start date. To register for fingerprinting, go to the MACHS Fingerprint Search Portal link: https://www.machs.mshp.dps.mo.gov/MACHSFP/wizard.html

When registering with MACHS, you will need to enter a registration number. This registration number is generated by the Missouri State Highway Patrol. If you have not been provided with a registration number, please contact the school district/community college you will be employed by to receive it.

C. If the applicant is from another country, transcripts must be evaluated by a credentialing agency identified by DESE. These are listed on the DESE website at: https://dese.mo.gov/educator-quality/certification/teacher

Requirements For Initial Certification

Once a teacher has been hired, he/she must be certified by DESE within 4 months (12 months for directors) by completing the following:

A. Submit an on-line application for certification, approved by the DESE funded AEL program under which (s)he is employed.

B. If not an already certified teacher, submit original transcripts, indicating completion of a baccalaureate degree from a college or university, with the application.

C. Successfully complete an AEL Pre-Certification Workshop (PCW) authorized by the State AEL office no later than 3 months after hire date (10 months for directors), and

D. Complete and submit the PCW Pre- and Post-Workshop Activities (See Attachment 7). Email the completed form to the Department of Elementary and Secondary Education to ael@dese.mo.gov

If the applicant successfully completes these requirements, the teacher will be issued an Initial AEL teacher certificate. Initial AEL Teacher Certification is valid for four (4) years from the initial certification date.

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Requirements of a Teacher *During* Initial Certification to Become Career Continuous Certified:

A. Be mentored by an experienced AEL teacher for 2 years,

B. Participate in an annual performance based teacher evaluation,

C. Attend the Beginning Teacher Assistance Program (BTAP) workshop within 12 months of hire date.

D. Participate in 60 hours of DESE approved professional development, in addition to the PCW and BTAP. The TABE 11/12 online training (2 hours), and the TABE CLAS-E training (13 hours) can count toward the 60 hours of PD.

E. Accumulate a minimum of 100 AEL instructional hours per year for the 4 years. The 100 hours can be tracked through Category I payroll documentation. AEL Program Directors and WIOA case managers/job coaches are exempt from this 100 hour requirement.

After 4 years, Initial Certification expires.

Extensions may be granted to teachers who have not met requirements A-E within the four year time period. When this occurs, please submit a written request to AEL staff explaining the reason for the extension. Requests must be made prior to certification expiration.

After four years, a teacher who has met the requirements for initial certification (A-E), becomes eligible to upgrade to career continuous certification by submitting an on-line application for upgrade, through the teacher certification system on the DESE website. This application must be submitted prior to initial certification expiring and must be approved by the local director.

<u>Requirements of a Teacher to Maintain Career Continuous Certification</u>

A. Attend 60 hours (20 hour average per year) of DESE approved professional development over any 3 year cycle. (This is a rolling 3 year time period). A minimum of 4 hours must be attended in any given year. PD hours in excess of the required 60 hours during initial certification can carry over into the first year of Career Continuous.
B. Accumulate a minimum of 100 AEL instructional hours per year.

If the individual does not meet these requirements, DESE AEL will consider the teacher's AEL Career Continuous Certificate to be in an "inactive" status and the program will be subject to a finding.

To change an "inactive" status career continuous certificate to an "active" status, a teacher must:

A. Attend the Pre-Certification Workshop (PCW) and Beginning Teacher Assistance Program (BTAP) workshop. Travel costs associated with this PD will NOT be covered by DESE PD travel funds. However, they may be considered allowable costs at the discretion of the program director. PD credit will not be given for the PCW and BTAP when required as a result of "inactive" status.

B. Work with the program director to implement a written plan to ensure that the teacher will meet the yearly 100 hour instruction requirement the following year, and will meet the average of 20 PD hours requirement, in addition to the PCW and BTAP, within the following year. This documentation will be retained by the director; and

C. Be working toward the yearly AEL instruction and PD requirements for career continuous certification.

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Career Continuous Certification is good for 99 years. However, a teacher may be eligible to upgrade to “High Quality Career Continuous Certification” after 10 years, if the following requirements are met.

<u>Requirements for High Quality Career Continuous Certification</u>

A. Ten (10) years of AEL teaching experience as an AEL certified teacher in a Missouri funded AEL program~~;~~

B. A master’s degree from an accredited college or university; and

C. Approved by the local AEL Director.

Once upgraded to High Quality Career Continuous Certification, the AEL teacher is exempt from meeting the professional development requirement. The High Quality Certification is awarded and documented locally.

<u>Certification Requirements of AEL Substitute Teachers</u>

A. Requirements of Individuals Currently Certified as Teachers

An individual who holds any active teaching certificate can become a substitute teacher. An individual holding a current teaching certificate (including AEL certification) does not need to maintain his/her teacher certification “active” status in order to be a substitute teacher. However, if the initial certification expires or lapses, the individual must apply for substitute teacher certification.

As always, if the teacher is a new hire to the school district or AEL program, then prior to hire, the applicant must complete a background check (unless he/she has completed one within the previous 12 months).

B. Requirements of Individuals Not Currently Certified as Teachers

An individual who does not have any teaching certificate and wants to become an AEL substitute teacher must meet the following requirements to be certified as a substitute teacher:

1. Prior to being hired, the applicant must clear a background/fingerprint check (unless he/she has completed one within the previous 12 months);

2. Completed a minimum of 60 semester hours of credit from a regionally accredited, academic degree-granting, college or university; and

3. Provide an original transcript from each institution the applicant has attended verifying the minimum of 60 semester hours of credit earned.

These requirements and the online application can be found at: https://dese.mo.gov/educator-quality/certification/substitute-teachers

Policies Regarding Substitute Teaching

A. When a local AEL program hires a new substitute teacher, his/her name must be entered into the DESE online system that tracks the years this individual works for a local AEL program. To register a new substitute, the director must log into the DESE Secured Web Application System using the link: https://apps.dese.mo.gov/WebLogin/login.aspx

   On the left side of this page, there is a link that says Sub Certification Log. Enter the name of the substitute and their teacher ID number. This only has to be done one time since this system saves the teacher's information.

B. A substitute (paid or volunteer) may not teach more than 90 days in any one Missouri AEL Program during any one fiscal year. Substitutes may work in more than one AEL program. When this occurs, the substitute may teach up to 90 days in each program. (Example: A person may substitute for the AEL program of St. Louis City for 90 days and for the University City program for 90 days). Hours taught must be logged and tracked by the local program.

   One or more clock hours on any given workday is considered one of the 90 total days. For example, if the substitute is in classroom X for two hours and in classroom Y for three hours in the same day, that is equal to one of the 90 days. In another scenario, if a substitute is in classroom X for two hours on one day and in classroom Y for three hours the next day, this would be considered two days used of the 90.

C. A substitute teacher without an AEL Teaching Certificate can only substitute in a classroom that is typically taught by an AEL certified teacher. A substitute teacher cannot be used to circumvent certification requirements.

D. The substitute teacher certification is valid for four years. At the end of the 4 years, the substitute teacher certificate expires and a new application for substitute teacher certification must be submitted. However, a new background check will not be required.

E. If a substitute teacher does not teach at least one day during a fiscal year, a break in service occurs. When this happens, the individual will have to arrange for a new background check before returning as a substitute teacher.

F. To ensure a break in service does not occur, the director must log into DESE's online system yearly using this link:

   https://apps.dese.mo.gov/WebLogin/login.aspx

   On this page, enter the substitute teacher's last name and their teacher identification number. Then, document the teacher's work in your program by checking the box that indicates the year this person worked.

Tracking and Recording Certification Requirements and PD Activities

Local AEL program directors will be responsible for maintaining records of certification status, including professional development records and documentation of 100 hours of instruction, and will make records available when requested.

For more information and assistance on this process, contact the Educator Certification office at 573-751-0051 or 573-751-3003, or the AEL office at 573-751-1249.

Online Educator Certification System (Online Process to apply for Certification)

Completing the online educator certification process requires action from both the director and the applying teacher. Initially the teacher will create an online application for certification. Once the requirements for certification have been met, the Director is to validate this information through the DESE online process.

For Directors

Obtaining Director's Access for Approval of Certification - Online Process
All new directors must obtain access for approval of certification for teachers within his/her program. To apply for access to approve certification go to:
https://k12apps.dese.mo.gov/webLogin/login.aspx.

Click on "Login Request Forms", located on the left. Scroll down and click on "Web Systems User ID Request Form-Public". Complete this form and e-mail to webappsloginassistance@dese.mo.gov.

When completing the form, there is a box titled County District Code at the top of the page. There is a specific code that must be entered. If you do not know this code, you can find it by going to: https://dese.mo.gov/adult-learning-rehabilitation-services/adult-education-literacy/missouri-ael-programs. This page has a map with the locations of our AEL programs. Scroll down the page. On the left, under the name of each AEL program you will find the code.

Then, read the Roles section in the Instructions at the top of the page before going to the Granting Access Level section of the form. Enter “1” in the drop down box for Adult Computer Enrollment System because we don’t use this system anymore, so all you can do is view historical data. Next, you will need to put a “3” in the drop down box for Educator Certification District. This allows you, as the director, access to view data, enter data, and submit/approve data.

Do not check any box in the Granting Access section since this does not apply.

In the Assurances and Certification section at the bottom of the page, the Director is considered the “Authorized Representative”; therefore, you are authorized to sign this form. A superintendent signature is not necessary. Also, enter N/A in the District Pin Code Box since you are not asking for access to MAP data results, etc.

Director’s Approval of Certification - Online Process

Once the Director has obtained access to approve certification in the DESE work log section of Web Applications, she/he will be able to review the applications for teachers within their program. When a teacher has met the requirements and is ready to upgrade their certification, the AEL director is required to provide information regarding PCW attendance and hire date on the DESE online certification application. The following instructions will guide you through this process.

A. Go to dese.mo.gov.
B. Click on “DESE Web Applications.”
C. Login using username/password.
D. Click “Educator Certification.” (If “Educator Certification” does not appear as an option, you will have to submit another “DESE Web Systems User ID Request Form”, checking a “3” in the box next to Educator Certificates Apps.) Choose your AEL program code from the drop down box (some directors will have access to other codes for their school district).
E. Click “District Work Log” in the left column.
F. Available teacher applications will be listed.
G. Open the teacher application you wish to review by clicking on “AEL” under “Application Type”.
H. If you intend to submit the application to DESE:
    a. Fill in the date of the PCW.
    b. Fill in the beginning contract date.

I. Choose your name from the drop down box. If you are a new director and your name does not appear in the drop down box, please notify the AEL office at AEL.dese.mo.gov. In the email, include your name, hire date, email address, phone number and the date your predecessor left.
J. If you intend to return the application to the teacher, include a comment in the memo section.
K. Click "I accept" at the bottom of the application to reveal your options.
L. You may choose to:
    - Save (to review later)
    - Submit to DESE (for certification)
    - Return to Applicant (if application is incomplete or you do not intend to certify), or
    - Cancel (pretend you never looked at the application)
M. If you choose to "Submit to DESE" or "Return to Applicant," an email will automatically be sent to the applicant.
N. Once DESE approves the application (or doesn't), an email will be sent to the teacher.
O. To check certification status, go to "Certificate Status" and under "Selection Criteria" fill in the identifying information of the employee.
P. The teacher may print a copy of the certificate.

For Teachers - Instructions for Teachers Applying for Adult Education and Literacy (AEL) Certification

All certification requests are made through the Missouri Department of Elementary and Secondary Education (DESE) Online Educator Certification system.

If you previously applied for an educator certification in the state of Missouri, you are already registered to the online DESE Educator Certification system. If so, do not attempt to create another username or you may be denied access to your certification records. If you have forgotten your login information, you will have the option to retrieve your username and password on the login page.

A. Registration:
1. Go to the Missouri Department of Education website: http://dese.mo.gov.
2. Select "Educator Certification"
3. Under "Quick Links," select "Log Into Your Educator Certification Portal"
4. In the middle of this page, you have several options:
    a. If you know your username/password, select "Login." Complete the registration application by filling in all fields with the correct information
    b. If you have forgotten your username/password, select "Forgot Username/Password?" and follow the instructions. Once you have a username/password, repeat steps "A"-"D" and select "Login." Complete the registration application by filling in all fields with the correct information.
    c. If this is the first time you are applying for a Missouri Teacher certification through the online educator certification system, select "Register" and follow

the instructions. Once you have a username/password, repeat steps “A”-”D” and select “Login.” Complete the registration application by filling in all fields with the correct information.

B. Connect Username/Password to Web Applications System

1. Go to the Missouri Department of Education website: **http://dese.mo.gov** and select “Web Applications.”
2. Enter your username and password and select “Login.”
3. Under the "DESE Web Applications" heading, click the "Educator Certification System-Request Educator Access" link.
4. Click "Submit."
5. Click "Close" in the small confirmation window.
6. Under the "DESE Web Applications" heading, click the "Educator Certification System" link.
7. Enter your Social Security Number (SSN) and date of birth (DOB).
8. Click "Submit."
9. Enter or verify your profile information (proper/legal name - no nicknames) and click "Save Profile."
10. Scroll down and complete or edit the “Contact Information* section and click "Save."

    *An e-mail address must be included in this section, as all correspondence from Educator Certification will be sent to you by e-mail.

C. Apply for Certification - On the left side of your Profile page, locate the appropriate application under "New Applications." Click on “Application for MO Adult Education and Literacy Initial” to open the application.

1. Complete the application*
2. Choose an AEL program
3. Click "Submit to AEL."
4. Mail supporting documents as indicated on application checklist**, if applicable.

    *Complete the application, answering the Professional Conduct questions on the application truthfully and reviewing the Sworn Statement before electronically signing by selecting "**I Accept**." This agreement provides DESE with permission to verify your professional conduct statements.
    **Your internet browser must allow "pop-ups" in order to view the application checklist.

Additional Information for Returning Users

A. Accessing your Profile

You can find the Login page by clicking on "Web Applications" on the DESE Homepage: http://www.dese.mo.gov, or by clicking on "Web Applications" on the DESE Educator Certification main page. Once you log in with your username and password, you will only need to click on the "Educator Certification System" link to get to your profile page. (If you are prompted to enter your SSN and DOB again, and you receive a message that they are already linked to another profile, this means that you are trying to log in with a username that is different from the one that is already tied to your SSN)

B. Applying for an Upgrade

1. From the DESE Homepage: http://www.dese.mo.gov, click on “Educator Certification.”
2. Select “Log into your Certification Account Portal.” You will be able to access your Profile page by logging in with your username and password.
3. Click “Educator Certification” and locate the appropriate application (Upgrade, Additional, Administrator, etc.) under "Applications.”
4. Click on the application name link to open the application
5. Complete the application*
6. Click "Submit to DESE."
7. Mail supporting documents as indicated on application checklist**, if applicable.

*Complete the application, answering the Professional Conduct questions on the application truthfully and reviewing the Sworn Statement before electronically signing by selecting "**I Accept**." This agreement provides DESE with permission to verify your professional conduct statements.
**Your internet browser must allow "pop-ups" in order to view the application checklist.

C. Checking the status of your application

1. Access your Profile page by logging in with your username and password.
2. Scroll down to and click on the gray "Application Status" bar or click on the "Application Status" link in the menu on the left side of your Profile page.
3. Click on the blue application name link. (Upgrade, Additional, Administrator, etc.)
4. Scroll to bottom of page to read the "Memo" Section.

D. Checking the status of your background clearance

1. Access your Profile page by logging in with your username and password.
2. Scroll down to and click on the gray "Fingerprint Information" bar on your profile page.

E. Checking the status of your education records
1. Access your Profile page by logging in with your username and password.
2. Click on "Education" in the menu on the left side of your Profile page to view your records
3. You may add the name and location of any colleges/universities you have attended that are not listed. All other information will be entered by DESE upon receipt of original transcripts that must be mailed to Educator Certification, PO Box 480, Jefferson City, MO 65102-0480.

F. Viewing and printing a copy of your Missouri certificate
1. Access your Profile page by logging in with your username and password.
2. Scroll down to and click on the gray "Certificate Status" bar or click on the "Certificate Status" link in the menu on the left side of your profile page
3. Locate and click on "View Certificate" in the center of the page.
4. Print the certificate.

G. Other General Information
1. In your online Profile, you will be assigned an Educator ID number that will appear below your SSN. This is a unique identification number that you can use in place of your SSN when corresponding with our office.
2. You may not make corrections or updates to your name, SSN, date of birth, or gender on your Profile. You must submit an Update Personal/Education Information Form and supporting documents in order to request changes to any of these fields.
3. You may change your address, telephone number(s), and e-mail address by clicking on "**Edit Contact Information**" and then saving the changes.
4. Please be sure to include your Educator ID with all documents that are mailed to Educator Certification. This number is located on your Profile page below your SSN.
5. School district personnel can view your certificate status, fingerprint information, and Praxis II test scores.
6. Information regarding the fingerprinting process is available on the DESE website at: https://dese.mo.gov/educator-quality/certification/fingerprintingbackground-check.

For Substitute Teachers

Online Certification Application Process - Substitute Teacher

Individuals with valid Missouri teaching certificates who wish to substitute teach are not required to apply for a substitute certificate. However, if, at any time, the educator allows his/her teaching certificate to expire, then a substitute certificate would be required.

Teachers or volunteers who do not hold a current certification but wish to sub are required to submit all of the following items: an online substitute certificate application, original copies of all transcripts, and a fingerprint background check through the Missouri Automated Criminal History Site (MACHS). To register with MACHS, go to the following site: https://www.machs.mshp.dps.mo.gov/MACHSFP/home.html

To complete the online application process to become a substitute teacher.

A. Go to dese.mo.gov
B. Go to “Web Applications.”
C. Click “Register.”
D. Fill out info.
E. Print (or write down) username and password.
F. Click “Create User.”
G. Login using username and password.
H. Go to “Educator Certification System Request Access.”
I. Click “Submit.”
J. Click “Close.”
K. Go to “Educator Certification System.”
L. At this point, if you don’t already have a profile, you will create one.
M. On the list at the left, under Applications choose “Substitute.”
N. Fill in all information on the form.
O. Under “Type of Application,” choose “Content Substitute”.
P. Click “Submit and Pay” to go to the payment screen where you will complete payment of the processing fee.
Q. Once the payment has been processed, a box will appear saying the “Application has been submitted to DESE.”

Professional Development

Because teacher quality has been shown to be an important factor in student learning, MO AEL provides and requires professional development of all AEL educators.

Professional Development Guidelines

When determining which professional development to attend, the local AEL director must evaluate the trainings with the following general guidelines in mind. Professional development should:

A. Apply to AEL programs, services and clientele;
B. Improve the quality or efficiency of AEL classroom instruction;
C. Improve the management of AEL resources;
D. Improve AEL programs' ability to recruit and hold students; and/or,
E. Improve the productivity of an AEL employee.

Local AEL directors are responsible to:

A. Determine the AEL-applicability of each workshop/training/college course;
B. Determine the appropriate PD credit value for each qualifying training activity;
C. Evaluate teachers' learning and application of the workshops' principles;
D. Verify teachers' workshop attendance or course completion;
E. Record each teachers' applicable workshop/training attendance time(s) or coursework values and corresponding PD credit value(s); and
F. Report the teachers' PD credit earned from the conference, workshop or college course to the DESE Certification section.

Documenting Professional Development Requirements

The director shall be required to maintain a log of all professional development activities in which each certified staff member participates. The log should include the name of the PD activity, provider of PD, date of completion, and number of creditable PD hours given.

By June 30, 2020, all AEL teachers are required to have attended the College and Career Readiness Standards workshop offered through DESE-AEL. New teachers, however, must attend within 1 year of hire date. This is a program requirement, not a requirement for certification.

Therefore, all teachers, including the high quality teachers must attend this training. Directors should document this PD for each teacher attending. Those teachers who are initially or career continuous certified may apply this training toward the PD requirements for their certification.

In addition, the PD Advisory Committee strongly recommends that AEL teachers take the "Active Instruction" and the "Differentiated Instruction in a Multi-Level Classroom-One Size Does NOT Fit All" workshops.

Professional Development Advisory Committee

The Professional Development Advisory Committee is comprised of AEL educators from around the state that work in cooperation with state AEL staff to provide input on the direction of AEL professional development.

Professional Development Offerings

MO AEL offers multiple sources and options for obtaining professional development. This allows teachers and programs to meet the needs of their students, the learning environments, and professional background of the teacher. The following table summarizes the options available.

Professional Development Offerings for MO AEL Educators			
Provider	**Description**	**Examples (not all-inclusive list)**	**Notes on Crediting Participation**
DESE-AEL	Courses developed by DESE-AEL	CCR: Adult College and Career Readiness Differentiated Instruction Active Instruction (See DESE-AEL's online catalog for current list of workshops)	DESE-AEL submits documentation of participation to local director after every workshop. Local director maintains a log of participation for each educator in program that includes the activities. As a back-up measure, DESE-AEL maintains sign-in sheets for these workshops, as well as sends Quarterly PD Attendance Reports to the local directors.
DESE-AEL	Delivered by DESE AEL	Directors' Fall and Spring Conferences New Director's Training	Director records participation on Educator's PD log
Pre-Approved Providers	OCTAE funded Initiatives and other vetted Adult Education PD providers	LINCS online courses Pro-Literacy online courses MAACCE Conference TESOL Conference (See Directors' Guide for a list of Pre-Approved Conferences.)	Director records participation on Educator's PD log Also, Director keeps attendance sign-in sheets emailed by DESE as documentation.
Local AEL Program	Locally developed to address needs identified by local program	Local teachers develop and present. Outside local agency provides.	Director submits Request for PD Approval Form to

			DESE- AEL prior to the activity. Educators participate in activity. Attendance sheet documents participation. Director records participation on each educator's PD log.
Accredited College	Post-secondary courses with objectives that will lead to improvement in educators' abilities to instruct adults.	Action Research, Educational Psychology, etc.	Director submits approval form for the educator. Educator participates and completes course. Educator submits documentation of course completion to director. Director records credit on educator's PD log.

The bulk of the state's researched-based AEL PD is developed in-house, approved by the State AEL office and the Professional Development Advisory Committee. PD is delivered through the services of contracted trainers. DESE-AEL provides a multitude of core and academic workshops throughout the state with a team of professional trainers. DESE-AEL workshop offerings and schedule are available at https://dese.mo.gov/adult-learning-rehabilitation-services/adult-education-literacy/professional-development-registration

All DESE AEL workshops are offered free of cost, but only staff of DESE funded AEL programs may register to attend. Once hired, teachers may attend the PCW and other PD activities prior to their first day of teaching. Substitute teachers and volunteers of the DESE funded AEL programs can attend DESE-AEL workshops; however, regular teaching staff has first priority to attend. If there is an available seat, the substitute teacher and/or volunteer may attend the workshop.

Each DESE-AEL developed workshop may only be taken twice for PD credit. Any non-DESE developed workshop may only be taken once for PD credit. We strongly encourage local programs to develop a policy that requires teachers wanting to repeat a PD workshop to get prior approval from their program director.

<u>Pre-Approved PD Activities</u>

The "Request for PD Approval Form" is <u>not</u> required for conferences on the following list.

Pre- Approved Conference List

A. AEL Directors' Conference (Spring and Fall) - 8 PD Hours
B. Commission on Adult Basic Education (COABE) - 12 PD Hours
C. COABE Regional Conference - 8 PD hours
D. Governor's Conference on Economic Development - 8 PD Hours
E. HiSET Conference - 8 PD Hours
F. Missouri Association of Adult Continuing and Community Education (MAACCE) - 10 PD Hours
G. Missouri Association for Workforce Development (MAWD) - 8 PD Hours
H. Missouri Reentry Conference (Department of Corrections)- 6 PD Hours
I. National Center for Families Learning Conference- 10 PD Hours
J. Pro Literacy Conference - 12 PD Hours
K. Teachers of English to Speakers of Other Languages (TESOL) - 12 PD Hours
L. MIDTESOL Conference - 8 PD Hours

<u>PD Credit for "Other" Conferences/Trainings/Workshops</u>

For *conferences* not on the pre-approved list, an e-mail is to be sent to DESE-AEL requesting PD approval. If approved, it will be approved statewide.

The "Request for PD Approval Form" <u>is</u> required for the following:

Workshops or college courses not pre-approved may qualify for PD credit. In order for AEL teachers to receive professional development credit for those activities, please submit a "Request for PD Approval Form" to ael@dese.mo.gov a minimum of 10 days prior to the PD activity.

For a DESE AEL "Request for PD Approval Form", go to
https://dese.mo.gov/adult-learningrehab-services/adult-education-literacy/directors

<u>Online PD Credit</u>

The maximum number of PD hours per year that can come from online sources is 12. In certain circumstances, an online PD offering can be counted as a face-to-face PD; in order to do this, the program must view and discuss the webinar as a group and document it.

<u>PD Credit for College Course(s) from Accredited College</u>

Professional development credit may be given for college credit when college courses meet the PD guidelines as outlined in A-E at the beginning of the Professional Development Section. Currently, the DESE Teacher Certification Section designates that 1 college credit hour from an accredited college or university equals 15 professional development (PD) hours.

Please submit a DESE AEL "Request for PD Approval Form" to receive PD credit for college courses. This form may be found by going to the Forms section at https://dese.mo.gov/adult-learningrehab-services/adult-education-literacy/directors..

PD Credit for Training on Test Proctoring

Only teachers who administer the TABE and TABE CLAS-E are required to participate in the following activities and receive PD credit.

TABE 11/12 On-Line Training –

- For teachers who administer TABE 11/12, Part 1 and Part 2 of the training are required. Part 1 and 2 is worth 2 hours of PD.
- For non-certified individuals who only proctor the TABE 11/12, only Part 1 of the training is required

- Information on the TABE 11/12 Training is found on the DESE-AEL website: https://dese.mo.gov/adult-learning-rehabilitation-services/adult-education-literacy/professional-development-registration

CLAS-E Training – See "TABE CLAS E Administration Guidelines"

- PD Credit:
  - 3 hours for DVD with workbook
  - 6 hours for face-to-face workshop
  - 4 hours for observation

Documentation for completion of these activities must be kept on the PD log. The teacher may only receive PD credit for these activities once.

PROGRAM PERFORMANCE – STUDENT OUTCOMES

The National Reporting System (NRS)

The National Reporting System (NRS) is the accountability system for the federally funded, State-administered adult education program. It embodies the accountability requirements of the Workforce Innovation and Opportunity Act (WIOA) for the adult education and literacy program (Title II) and reporting under WIOA. The NRS creates the guidelines Missouri follows regarding data collection and reporting.

NRS Measures – NRS standards require that states collect and report specific information and data, called indicators and measures, for the Annual Statistical Performance Report. The indicators and measures that all AEL programs are required to collect are divided into two categories: (1) Performance Indicators and (2) Descriptive and Participation Measures. The indicators and measures apply to all Adult Education and Literacy participants who attend classes for 12 hours or more. The indicators and measures are outlined in the table below:

Summary of NRS Indicators, Measures, and Definitions

Topic	Measures	Categories or Definitions
Performance Indicators		
Performance indicator—Measurable Skill Gains (MSG)	❖ Educational functioning level gain	❖ Complete one or more educational functioning levels in reading, writing, speaking, and listening and functional areas, as measured by an NRS-approved assessment ❖ Enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year
	❖ Attainment of a Secondary School Diploma	❖ Receipt of a secondary school diploma or recognized equivalent during enrollment or after exit and by the end of the program year
Performance indicator—Employment Measures	❖ Second-quarter employment	❖ Employment in the second quarter after the exit quarter
	❖ Fourth-quarter employment	❖ Employment in the fourth quarter after the exit quarter
	❖ Median earnings	❖ Median earnings of participants employed in the second quarter after the exit quarter
Performance Indicator—Credential Attainment	❖ Attainment of secondary school diploma or its recognized equivalent	❖ Receipt of a secondary school diploma or its recognized equivalent and employed or entered into postsecondary education within 1 year of exit
	❖ Attainment of postsecondary credential	❖ Receipt of a postsecondary credential while enrolled or within 1 year of exit
Descriptive and Participation Measures		
Demographics	❖ Barriers to employment	❖ Displaced homemaker; ELL, low-literacy or cultural barriers; exhausting TANF within two years; ex-offender; homeless or runaway youth; long-term unemployed; low income; migrant or seasonal farmworker; individual with disabilities; single parent; youth aged out of foster care system
	❖ Race/ethnicity	❖ American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, Black or African American (non-Hispanic), Hispanic or Latino, White (non-Hispanic), more than one race
	❖ Gender	❖ Male, female
	❖ Age	❖ Years since date of birth
Status	❖ Labor force status	❖ Employed, not employed, not in labor force, employed but received notice of termination or pending military separation
	❖ Highest degree or level of school completed	❖ Highest grade level of school completed in U.S. or abroad, college, secondary school diploma, postsecondary degree

Topic	Measures	Categories or Definitions
Student Participation	❖ Contact hours	❖ Number of hours of instructional activity
	❖ Program enrollment type	❖ ABE, ASE, ESL, family literacy, IET, IEL/civics education, correctional education, community corrections programs, other institutional programs, distance education
Teacher Descriptive	❖ Years of experience in adult education	❖ Total number of years of experience teaching in adult education
	❖ Teacher certification	❖ Certification in K–12, special education, adult education, TESOL
Optional Measures		
Family Literacy	❖ Involvement in children's education	❖ Participant increases help given for children's school work, contact with teachers to discuss education, and involvement in children's school
	❖ Involvement in children's literacy-related activities	❖ Participant increases the amount read to children, visits libraries, or purchases books or magazines for children
ELL Civics	❖ Achieved citizenship skills	❖ Achieve the skills needed to pass the citizenship exam
	❖ Voting registration	❖ Participant registers to vote or votes for the first time
	❖ General involvement in community activities	❖ Participant increases involvement in community activities

ELL=English language learner ● TANF=Temporary Assistance for Needy Families ● ABE=adult basic education ● ASE=adult secondary education ● ESL=English as a second language ● IET=integrated education and training ● IEL=integrated English literacy ● TESOL=Teachers of English to Speakers of Other Languages

Descriptive and Participation Measures

The NRS *descriptive* measures are student demographics and status in several areas. These measures allow for a description and understanding of who attends adult education programs and for what reasons. The measures also allow for analyses of the performance of specific groups of students attending adult education programs, such as unemployed students or students receiving public assistance. The demographic measures include ethnicity, age, and gender; and status measures include employment status, highest degree achieved or level of schooling, and whether the student has a disability or is on public assistance. Teacher status measures include total years of experience in adult education and certifications.

Two *participation* measures—contact hours and program enrollment type—are collected for both descriptive and analytic purposes. These measures record the amount of instruction students receive and the number of students attending in areas such as workplace literacy and IET.

Student Enrollment Form

The following is a list of the items that must be collected from a student using the Student Enrollment Form. This information must be entered into LACES. Each POP (defined later) requires demographics to be updated in LACES.

- Name
- Social Security Number – This must be entered into LACES in order for programs to get credit for student follow-up measures; if student doesn’t provide, leave blank
- Date of Birth
- I.D. (optional)
- Student Address, phone number, and e-mail
- Attending ABE, ASE and/or ELL
- Gender
- Employment Status: Employed, Unemployed, Not in Labor Force, Employed with Separation Notice
- Whether or not the student is Hispanic/Latino
- Race – To determine race, it would be beneficial to the student for the local program to identify the country of origin for each of the races. (These are identified if Attachment 17.)
- Whether or not the student participates in any of the following (Secondary Program):
    - IELCE
    - Community Corrections
    - Correctional Facility
    - Other Institutional Setting
    - Workplace Adult Education and Literacy Activities
- Whether or not the student has any of the following barriers:
    - Low Income

    - Displaced Homemaker
    - Single Parent or Guardian
    - Cultural Barriers
    - English Language Learner
    - Ex Offender
    - Exhausting TANF within 2 years
    - Disabled
    - Foster Care Youth
    - Homeless
    - Long Term Unemployed
    - Low Literacy Levels
    - Migrant Farmworker
    - Seasonal Farmworker
- Goals for attending: (optional)
    - Obtain job
    - Retain a job
    - Earn a Diploma or HSE Certificate
    - Enter Postsecondary Education or Job Training
    - Improve Basic Literacy Skills
- Referral Source (optional)
- The student must indicate whether his/her highest level of education was received in the United States or from a country outside of the United States.
- Last K-12 school attended (optional)
- The student must indicate his/her highest level of education:
    - No schooling
    - Grades 1-5
    - Grades 6–8
    - Grades 9-12 (no diploma)
    - HS Diploma or Alt Credential
    - High School Equivalency Certificate
    - Some College, no degree
    - College or professional degree
    - Unknown
- Consent statement
- Student Signature

Reportable Individual/Participant

- Reportable individual – An individual who engages with the program on an intital level but does not complete the requirements to become participants. In Missouri, this is for all individuals who complete an enrollment form. These individuals must be entered into LACEs.

- Participant – An individual who reaches 12 hours and pretests; only "participants" are included in performance measures.

Measurable Skill Gains Performance Indicator

The Measurable Skill Gain (MSG) indicator is broken down into two categories:

A. Educational Functioning Level (EFL) Gain
B. Attainment of a Secondary School Diploma

A. EFL Gain - There are two ways to assess EFL gain: through pre- and posttesting and entry into postsecondary education or training after exit.

   1. Pre-and posttesting**.** Local programs assess participants at intake to determine their *educational functioning level (EFL)*. There are four levels for adult basic education (ABE), two for adult secondary education (ASE), and six levels for English as a second language (ESL). Each level is comprised of a set of skills and competencies that participants at that level can do in the areas of reading, writing, numeracy, speaking, listening, and functional and workplace areas. Using these descriptors as guidelines, programs determine the appropriate initial level at which to place participants using a standardized assessment approved in the state assessment policy for use in National Reporting System (NRS). The program decides the skill areas in which to assess the participant based on the participant's instructional needs and program requirements.
      After a predetermined amount of instruction determined by assessment requirements, the program conducts follow-up assessments of participants to determine whether they have advanced one or more EFL levels or are progressing within the same EFL level. Gain in any subject area on the posttest compared to pretest is permitted.

      See (Attachment 8) for the complete "AEL Educational Functioning Level Table". Each educational functioning level is described and the appropriate assessment test to be given is identified. In the Follow-Up Measures section, the measure for each follow-up outcome is described. The educational functioning levels are broken down into the following 3 categories:

      a. Adult Basic Education (ABE) – Educational levels 1-4
      b. Adult Secondary Education (ASE) – Educational levels 5&6
      c. English As a Second Language (ESL) – Educational levels 1-6*

*NRS only has 6 levels an individual can progress from. If a student tests higher than Level 6, LACES calls that "Completed ESL".

2. Entry into a postsecondary education or training program. EFL Gain is also counted for participants who enter into a postsecondary education or training program after program exit. Entry must occur by the end of the program year.

B. Attainment of a secondary school diploma or its recognized equivalent (HiSET) - Participants may earn an MSG by attaining a secondary school diploma. The participant must obtain the credential within the program year to count towards MSG. HSE counts for MSG when the HSE occurs after enrollment in a PoP, and it also counts as an MSG for all prior PoPs in that program year.

<u>Post-exit Performance Indicators</u>

The remaining performance indicators are *follow-up* indicators that are collected after participants exit. These measures are

A. Employment in the second quarter after exit
B. Employment in the fourth quarter after exit
C. Median earnings of participants who are employed in the second quarter after exit,
D. The credential indicator. The credential indicator includes two credentials:
    1. attainment of a secondary school diploma – The secondary school diploma only counts if the participant is either (a) employed within 1 year of exit or (b) enters into postsecondary education or training program within 1 year of exit. The secondary diploma component of the credential indicator applies only to participants without a secondary diploma or equivalent who enter at or advance into a secondary program of study (i.e., level 5 and 6 all subject areas).

    2. attainment of a recognized postsecondary credential - The recognized postsecondary attainment credential component of the credential indicator applies only to participants who are also enrolled in a postsecondary education or training program, including those who are enrolled in an integrated education and training (IET) program, as defined under WIOA. Attainment of the postsecondary credential must be achieved while the participant is enrolled or within 1 year of exit.

Participants in a WIOA Section 225 - Program for Corrections Education and Other Institutionalized Individuals Who Remain Incarcerated at Exit, are excluded from all indicators except MSG.

The table below further describes the performance indicators.

POST-EXIT PERFORMANCE FOLLOW-UP INDICATORS	
Employment Rate - Second Quarter after Exit	The employment rate - second quarter after exit is figured by dividing the number of participants who are employed at any point in the second quarter after exit (numerator) by the number of participants enrolled in the FY (denominator).
Employment Rate - Fourth Quarter after Exit	The employment rate - fourth quarter after exit is figured by dividing the number of participants who are employed at any point in the fourth quarter after exit (numerator) by the number of participants enrolled in the FY (denominator).
Median Earnings - Second Quarter after Exit	The median earnings of participants employed during the second quarter after exit from the program.
Credential Attainment	This includes two credentials: (1) Participants at Level 5 and 6 (at entry or progressed into) who attained HSE ***and*** employed **or** enrolled in postsecondary education or training within one year of exit (2) AEL participants co-enrolled in postsecondary education that leads to a credential (including IET) and who exited from AEL and postsecondary who attained a postsecondary credential during the program year or within one year of exit.

Data Matching Procedures to Obtain Data for Follow Up Measures

The most vital piece to ensure accurate data matching is collecting a good SSN. The Missouri AEL program utilizes a data matching procedure to obtain a participant's post-exit performance follow-up indicators: employment in the second quarter after exit, employment in the fourth quarter after exit, median earnings of participants who are employed in the second quarter after exit, and attainment of a secondary school diploma/entering into postsecondary education or training program within one year of program exit. Because there is a lag in obtaining follow up data, changes made to program operations are not immediately reflected.

The following steps are taken:

A. All Missouri AEL program participants who were enrolled (12+ hour students) during the program year will be identified.
B. Social Security Number, Name, and Date of Birth will be used to link data across databases.
C. Reports will be created using the data that was obtained from data matching.

Obtaining Follow-Up Data for Exited Individuals with No Social Security Numbers

It is not possible to data match for individuals for whom agencies have no social security numbers. In this case, agencies may elect to conduct follow-up surveys quarterly to obtain this information. The survey may be administered in a numbers of ways, such as a phone call, mail-out survey, email, etc., all of which must be documented. More information on conducting follow-up surveys can be found in Attachment 9.

Optional Measures

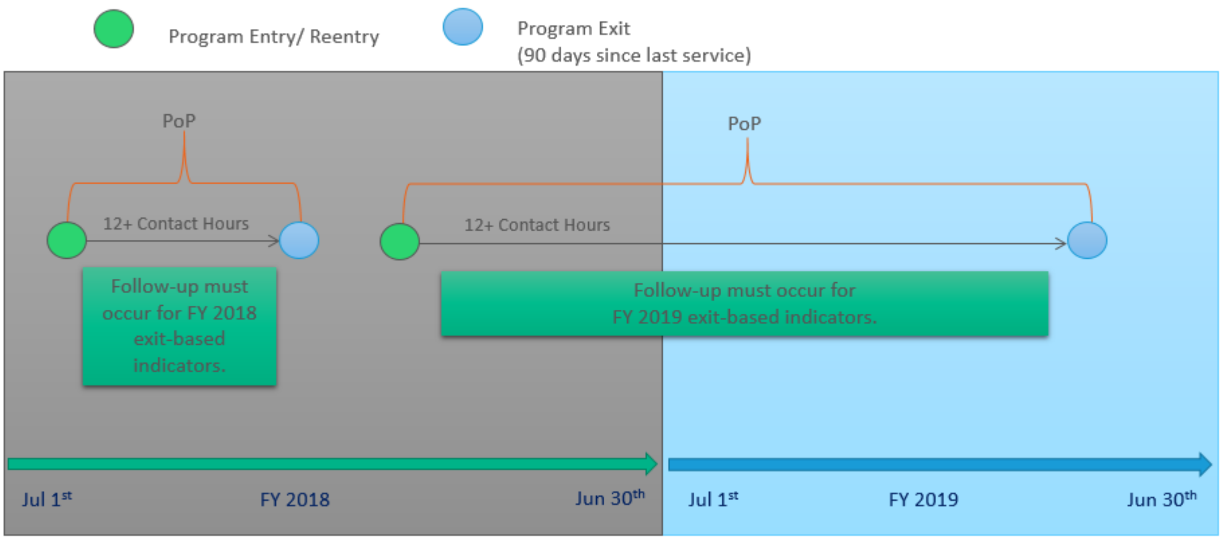
There are additional *optional* measures that apply to participants in family literacy and Integrated English Literacy and Civics Education (IELCE) programs under section 243. The optional family literacy measures include increased involvement in children's literacy activities and children's education. For IELCE participants, the optional IELCE measures are achievement of citizenship skills, registering to vote, and increased involvement in community activities.

Periods of Participation

State performance on all core outcome measures under WIOA (except median earnings) is calculated as a percentage of the number of outcomes achieved by the number of periods of participation (PoPs) of each participant. A PoP begins when an individual enrolls in adult education and becomes a participant; a participant is an individual with at least 12 contact hours. A PoP ends at program exit (exit date is the last date of service – determined when 90 days have lapsed with no services). Subsequent enrollments and exits during a program year result in a new periods of participation. Therefore, a participant may have more than one period of participation in a program year. If the participant does not exit, the PoP remains active.

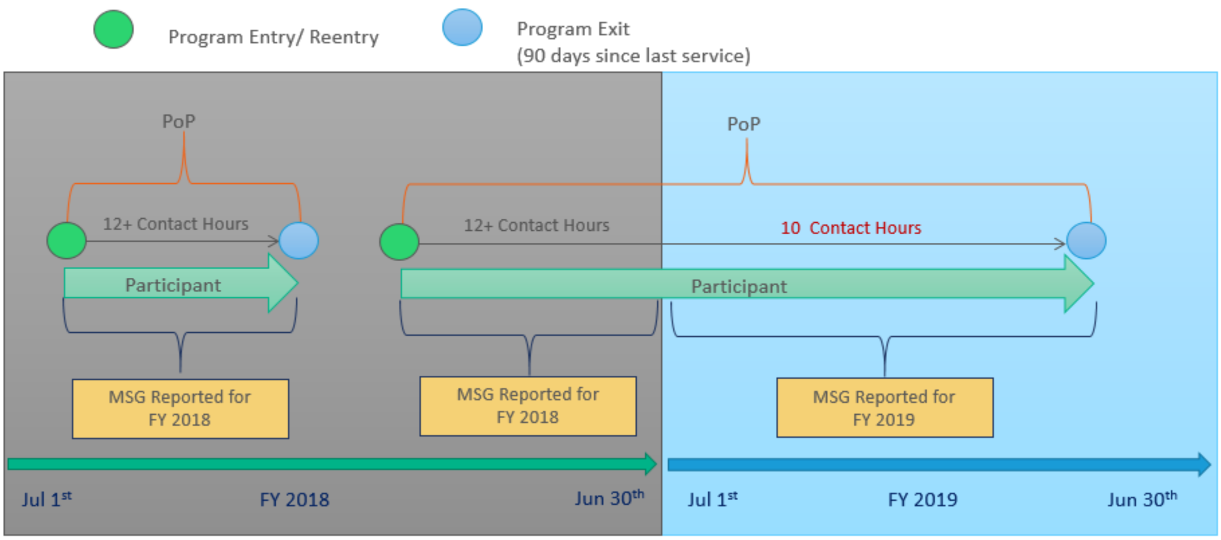
For example, a participant who enters in September, exits in December, reenrolls in May, and exits in June has two PoPs. A participant who exits without reenrolling has one PoP, as does a participant who enrolls only once and remains enrolled at the end of the reporting period. Each PoP is counted separately and outcomes are counted for each period of participation. Therefore, a participant may be counted multiple times – once for each period of participation. PoPs Figure 1 illustrates PoP and its effect on the exit-based primary indicators of performance and PoPs Figure 2 illustrates PoP and its effect on MSG.

Periods of Participation (PoPs) Figure 1
Exit-based Primary Indicators of Performance



The MSG indicator is not exit-based, so each participant's program entry, or the start of a new program year (assuming the participant has contact hours greater than zero to show he/she attended in the new program year), initiates a new reporting period for MSG. The reporting periods for MSG end with either a program exit or the end of a program year.

Periods of Participation Figure 2
MSG Indicator



Entry and Exit

All participants have at least one period of participation, starting with their first enrollment in the program year and ending with their program exit. Subsequent periods are counted by reentry and exit. The exit date is the last day of service for participants, but this date cannot be determined until 90 days have elapsed since the person last received services and there are no future services planned. However, if there is no exit across a program year, the PoP continues into the next program year and MSG is reported for the new program year, as illustrated in PoPs Figure 2.

Exit from PoP without Post-testing

As discussed previously, MSG may be attained in multiple ways. However, if a participant is being assessed for an EFL gain using pre and posttest scores and exits the program without a posttest, that participant may later reenter the program in a new PoP in the same program year. In this instance the test administered at entry in the second PoP may be used to record a completion of an EFL in the previous PoP under the following conditions:

A. The participant had enough hours to posttest (according to state policy and test guidelines) and the participant had already qualified to posttest based on state policy and test guidelines. The test given upon reentry may be used as the

pretest for PoP2 *and* as the posttest for PoP1. EFL gain may be counted for PoP1, if a gain is achieved.

B. The participant did **not** have enough hours to posttest in the first PoP (according to state policy and test guidelines) but receives enough instructional hours for posttesting in the second PoP by combining hours in the first and second PoPs and is then posttested. This test serves as the pretest for PoP2 *and* as the posttest for PoP1. An EFL gain, if achieved, is counted in PoP1. Assessing EFL gain in PoP2 requires another test after the participant receives sufficient instructional hours for a posttest.

Data

Information and data quality is important to the Missouri AEL program because:

A. DESE must report financial data, statistical data, and other information describing the educational achievement, goal attainment, demographic and socioeconomic characteristics, and employment outcomes of Missouri Adult Education and Literacy participants to the U. S. Department of Education.

B. High quality information is required to demonstrate evidence of effective program service delivery.

C. Educators, researchers, policymakers, and the public use information and data that the State AEL office disseminates for a variety of purposes**.** Thus, it is important that the information the State AEL office disseminates is accurate and reliable.

D. The State AEL office relies on high quality information and data to make sound decisions in the administration of its grant programs.

LACES Data System

- To access LACES, go to: https://laces.literacypro.com/laces/

- For LACES Tech Support use the following link: https://laces.literacypro.com/laces/Content/usernews/laces/crmlng.htm

- To access the Beginner LACES User Manual go to: https://dese.mo.gov/adult-learning-rehabilitation-services/adult-education-literacy In the box titled “Quick Links”, click on “Beginner LACES User Manual”.

LACES Entry

A. All AEL programs must use the Literacy, Adult and Community Education System (LACES) to report participants’ enrollment, demographics, student hours, and assessment data required by the National Reporting System.

B. Either daily or weekly student attendance hours must be entered into LACES at least on a monthly basis.

C. Local program directors are encouraged to review program data reports generated from LACES on a monthly basis to verify information entered is accurate.

D. A student is to be entered into LACES when the student fills out an enrollment form. When entering the student into LACES, all hours associated with the student are to be reported starting with the student orientation. The date to enter into LACES as the student's start date (enrollment date) is the first day of orientation. This is the day the student actually starts the program.

E. All "in range" tests administered (pretests and posttests) must be entered into LACES.

F. If a student has been inactive for 90 days (not attended class) LACES will automatically exit the student, listing their last attendance date as the exit date.

G. Each program has a LACES Systems Administrator (usually the Director) who is in charge of making the decisions as to who in the program has which type of LACES access. The administrator is in charge of setting up the various accounts for users within the agency. For detailed instructions on how to set up these accounts, consult the document "LACES Account Creation" in the appendix (Attachment 10).

<u>LACES Reports</u>

The following is a partial list of the helpful LACES reports with descriptions:

A. Totally Summarized - This report summarizes testing, demographic, and enrollment information for the entire program. This report gives important insights into program performance.

B. Student Progress by Class – This report details enrollment information for each student by class. It provides the following information:
    - Hours in class
    - Hours in program
    - Last hours date
    - If student post-tested (Y/N)
    - If student had EFL Gain (Y/N)
    - If student had HSE Gain (Y/N)

C. MSG by Class – This report provides information on student MSG by class broken down by the different NRS levels. It includes number of 12+ students enrolled,

number of students with EFL Gain (all PoPs), number attaining HSE (all PoPs), number attaining either an EFL gain OR HSE (all PoPs) and the % of students with MSG (all PoPs).

D. Student Assessments by Class – This report provides detailed information on testing for each student organized by class. This information includes assessment date, type, level, form and subtest area of the assessment given, scaled score, SPL/GLE (if listed) and assessed level. Also included in the report are instructional hours since last assessment in the tracked subject area.

E. HSE Student Attainment by Class – This report provides detailed information on current students by class and their High School Equivalency status. Students appear in the report if they are in both the LACES and HSE systems (meaning they took the HSE). It includes hours in the class and program for this fiscal year, overall pass status, date of testing, and best test scores broken down by test subject area.

F. Ready to Post Test at 40 Hours – This report gives, by class, a list of students who have over 40 hours since their last assessment. Other information included in this report is:
    - Total hours in class for current PoP
    - Total Hours in class for all PoPs
    - Total Hours in Program
    - Student Status

    You can use this report to help you determine which students in the program may be ready to be post-tested.

<u>Tracking Student Hours for Attendance</u>

Student instructional hours must be tracked and entered into LACES. You may track actual minutes for each day's attendance and then round to the nearest hour for the week and/or month. You may also round to the nearest quarter hour on a daily basis. You may not round daily attendance to the nearest hour or half hour. When rounding to the nearest quarter hour, 7 minutes is rounded down; 8 minutes is rounded up.

Programs may count tutoring hours (with non-certified teachers) towards hours of attendance with the following considerations.

1. No more than 25% of the class hours may be tutoring hours. At least 75% must be in the classroom with a certified teacher. For example, a level 2 student needs 40 hours to post test. 25% (10 hours may be tutoring hours and 75% (30 hours) must be classroom time.
2. A tutor must work under the direction of the certified classroom teacher(s).
3. Tutoring services should support classroom instruction.

4. Hours may be counted only in a one-on-one setting.
5. Written documentation (tutoring sign in sheet) must be retained to verify the hours of tutoring.

When totaling attendance for the month to be entered into LACES, programs may choose to round to the nearest hour. (Programs may choose to enter instructional hours which contain decimals)

If a student attends more than one class site, the program is to combine all hours when entering “hours at testing”. If the student attends tutoring, the program is to combine these hours also.

A system must be in place for effective data collection and transfer from classroom to data entry person.

In AEL classrooms, students must sign in at the time of arrival and sign out when leaving class. DESE suggests that students “sign-in/out” using ink as opposed to pencil.

Student Records

Local programs should have two systems for maintaining student records - those records that are required to be kept confidential and those that are not. Confidential information must be stored in a secure place making it inaccessible to other students and the public.

Any information that contains personally identifiable information such as forms used for enrollment, disability screening, and testing shall be kept confidential and stored in a secure place.

Confidential information that must be securely stored includes the following:

A. Social Security Number
B. Addresses
C. Phone numbers
D. Email addresses
E. Individual Education Plans (IEP) from a school district
F. Other diagnostic results, i.e. PowerPath, Washington Learning Needs
G. Screening Tool (Washington 13)
H. TABE, CLAS-E, and CASAS testing materials including answer sheets.

The student records and information that are not required to be kept confidential should be kept in a place easily accessible by the student, teachers and/or appropriate staff. This would typically include records that track the student’s day-to-day activities and progress.

These records may include:

A. The student's Learner's Educational Guide (as found in the student working folder)
B. Prescription sheets (social security numbers should be removed or blacked out if included in this documentation)
C. Lessons/homework that has been assigned and homework that has been completed
D. Other pertinent information about class activities such as classroom guidelines and referral information about other programs etc.

Program Performance Requirements

A. Program meets or exceeds federal target for Measurable Skill Gain.

B. Program meets or exceeds federal target for Employment Second Quarter After Exit.

C. Program meets or exceeds federal target for Employment Fourth Quarter After Exit.

D. Program meets or exceeds federal target for Median Earnings.

E. Program meets or exceeds federal target for Credential Attainment

Program Performance Guidance

The following is suggested guidance to help in meeting the above performance requirements:

A. The goal for post-test rate is: MSG rate target plus 8% - for all students enrolled. (For example, FY'19 the target MSG is 63% so the target post-test rate is 71%)

B. A minimum of 75% of all students enrolled (12+ hours and pretested) should persist to attend 30+ hours.

C. Gain of those post tested should be around 85% to 90%.

ASSESSMENT

Standardized Assessment

To measure educational gain, a vital part of determining program performance, standardized assessment tools must be used – see "Approved Assessment Instruments" below. Assessments are used to measure educational gain for both ABE/ASE and ELL students. Assessment (test) scores are tied to the NRS educational functioning levels for initial placement and for reporting student progress across levels.

For the educational functioning levels to be meaningful, assessments need to be administered in a standardized and consistent way by all programs. When these procedures are not followed correctly or consistently, the determination of educational functioning level is invalid and not comparable across programs or possibly even within programs. Program staff must be trained in test administration and scoring to ensure that the measures are valid and reliable across programs and students. If assessments are not standardized, they will not accurately reflect a student's educational need.

Purchasing Procedures for Assessments

The local program director is required to ensure that adequate and usable assessment materials are available to all staff for use. It is the responsibility of the local program director to purchase assessment materials with available funds and based on local purchase guidelines.

Approved Assessment Instruments

Only the assessments listed below are approved for educational gain and NRS accountability reporting requirements. Other assessments may be used to serve participants' needs, but may not be used to report educational gain.

A. Tests of Adult Basic Education (TABE) – Used with ABE and ASE students. The Locator is used first to determine which level of assessment tests are to be given to the student. The Reading, Mathematics, and Language assessments (the TABE forms are 11 or 12) are then given.

   All three tests (R, M, and L) of the TABE battery are to be administered. Where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests. A program must document the justification when not giving the full battery.

B. Tests of Adult Basic Education – Complete Language Assessment System English (CLAS-E) – Used with ELL students. The locator is used initially to determine which level of assessment tests are to be given to the student. The locator test for CLAS-E is administered in two sections – a locator interview and

a locator test. Based on the results of the locator tests, the Reading, Writing, Listening, and Speaking tests (the CLAS-E forms are A and B) are given.

All four tests (R, W, L, and S) of the CLAS-E battery are to be administered. Where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests. A program must document the justification when not giving the full battery.

C. Comprehensive Adult Student Assessment System (CASAS) – Only used with ELL students. The Life Skills Reading is then given. The Reading form numbers approved are: 27 and 28.

   CASAS will only be used for ELL students who meet requirements detailed in CLAS-E section.

Test of Adult Basic Education (TABE)

TABE is the official assessment for ABE/ASE students in Missouri and the results are entered into LACES. TABE assesses students in Reading, Math, and Language. The Locator is used to determine the level of assessment the student should be given for each subject area.

TABE Test Booklets & Levels; There are 5 levels to TABE (L,E,M,D,A). Each level has two forms, 11 and 12. This allows for pre and post testing on the same level, if appropriate, while not having to give the same test twice to the same student.

Students may, and often do, test on different TABE levels in different subject areas. Administer the proper level of TABE in each subject area. For example, a student may use an A level for Reading, M level for math and a D level for Language Arts.

Missouri uses scale scores from the five levels of the TABE 11 and 12 tests to determine student level (explained further in the “Student Educational Gain” section).

TABE In/Out-of-Range Test Scores

As an integral part of identifying appropriate testing, Missouri has instituted an “In-Range” and “Out-of-Range” scale for assessment in AEL programs. LACES, the data collection system, will not allow any TABE scores that are “out-of-range” to be entered.

The following tables show the LACES Scale Score Ranges, TABE Level tests, and NRS Level Correlations.

TABE 11/12 In-Range Scores			
Level	Reading	Math	Language
L	300-498	300-489	300-507
E	310-533	310-530	310-544
M	447-572	454-589	464-580
D	505-615	501-654	518-625
A	542-800	541-800	554-800

TABE 11/12 Levels & Possible NRS Levels	
Level L	**1 2**
Level E	**1 2 3**
Level M	**2 3 4**
Level D	**3 4 5**
Level A	**4 5 6**

NRS LEVEL CORRELATIONS

For TABE 11/12

National Reporting System	Literacy Level	Scale Score Reading	Scale Score Math	Scale Score Language
1	Beginning ABE Literacy	300-441	300-448	300-457
2	Beginning Basic Education	442-500	449-495	458-510
3	Low Intermediate Basic Education	501-535	496-536	511-546
4	High Intermediate Basic Education	536-575	537-595	547-583
5	Low Adult Secondary Education	576-616	596-656	584-630
6	High Adult Secondary Education	617-800	657-800	631-800

Comprehensive Adult Student Assessment System (CASAS)

CASAS should only be used for students who exhibit little to no literacy skills. Please refer to the CLAS-E section for information on when to use CASAS. If it is determined that CASAS will be used, the CLAS-E Speaking test should be used in addition to the CASAS test. For CASAS testing to be valid, a student must pre-test at a NRS Level 1 when using CASAS Literacy test (27/28). If a student scores out of range when using the CASAS Literacy test (27/28), they should be tested with CLAS-E.

The tables below show the "In Range Scores" for pre-testing with CASAS and the "In Range Scores" when post-testing with CASAS. The tables also show the NRS Level Correlations. Note that not all NRS level data is displayed since CASAS should only be used for students entering the program with little to no literacy skills.

CASAS In-Range Scores		
	Test Level	**Reading**
Pre-Test	L	153 - 180
Post-Test	L	153 - 202

CASAS Levels & Possible NRS Levels		
Pre-Test	**Level L**	**1**
Post-Test	**Level L**	**1 2 3**

NRS LEVEL CORRELATIONS FOR CASAS		
NRS	**Literacy Level**	**Scale Score (Reading)**
1	Beginning ESL Literacy	180 & Below
2	Low Beginning ESL	181-190
3	High Beginning ESL	191-200
4	Low Intermediate ESL	201-202

Test of Adult Basic Education (TABE) Complete Language Assessment System English (CLAS-E)

CLAS-E is the official assessment tool for ELL students in Missouri. These scores will be reported in the LACES system.

CLAS-E booklets and Levels: There are four levels to the CLAS-E Assessment (1,2,3,4) Each level has two forms, A and B. This allows pre and post testing on the same level, if appropriate, while not having to give the same test twice to the student.

Programs should administer the Locator Interview (Part A and B) for ESL/ELL students to determine if the student is functioning sufficiently in the English language to take the Locator test. In cases where a student does not demonstrate a basic understanding of the interview questions, the examiner does not need to administer the Locator Test. If the student is not able to sufficiently answer the oral questions, Level 1 (lowest level assessment) is to be used with that student. (Programs may skip the Locator Interview for students who function sufficiently in the English Language.)

Students who demonstrate a basic understanding of the Locator Interview questions should be given the Locator Test. The results of the Locator test help determine the most appropriate level of the CLAS-E assessment (Forms A and B – levels 1, 2, 3 or 4) to be given to the student for pre-testing.

It is possible for the student to be placed in different levels for Reading and Writing, and for Listening and Speaking. For example, it is possible for a student to test in Level 3 in Listening and Speaking and in Level 1 in Reading and Writing. If this occurs, administer the appropriately leveled test in each area.

Missouri uses scale scores from the four levels of CLAS-E tests to determine student level (explained further in the "Student Educational Gain" section).

For programs using CLAS-E, the following are guidelines to follow when assessing ELL students with little to no literacy skills:

- For students who get a score of 2 or less on Part B (Reading & Writing) on the CLAS-E Locator Interview or get 10 or less correct on the CLAS-E, Level 1 Reading test, CASAS 27 and 28 may be used.
- For students who get over 10 correct on CLAS-E Reading, Level 1, OR pre-tests at NRS level 2 or higher in CASAS (including a post-test carried forward from previous year), CLAS-E must be used.
- If it is determined based on the first or second bullets above that CASAS will be used, the CLAS-E Speaking test should be used in addition to the CASAS test.
- The only CASAS test that can be used in conjunction with CLAS-E is CASAS 27 and 28.

CLAS–E In/Out of Range Test Scores

As an integral part of identifying appropriate testing, Missouri has instituted an "In-Range" and "Out-of-Range" scale for assessment in AEL programs. LACES, the data collection system, will not allow any scores that are "out-of-range" to be entered.

The following tables show the LACES Scale Score Ranges, CLAS-E Level Tests, and NRS level Correlations.

CLAS-E In-Range Scores				
LEVELS	**Reading**	**Writing**	**Listening**	**Speaking**
1	250-460	200-487	230-459	230-501
2	311-497	249-520	328-505	291-536
3	387-547	390-555	368-541	425-567
4	468-680	485-730	463-710	501-678

CLAS-E Levels & Possible NRS Levels	
Level 1	**1 2 3**
Level 2	**1 2 3 4**
Level 3	**1 2 3 4 5**
Level 4	**3 4 5 6**

NRS LEVEL CORRELATIONS FOR CLAS-E					
National Reporting System	CLAS-E Literacy Level	Scale Score Reading	Scale Score Writing	Scale Score Listening	Scale Score Speaking
1	Beginning ESL Literacy	250-392	200-396	230-389	230-425
2	Low Beginning ESL	393-436	397-445	390-437	426-460
3	High Beginning ESL	437-476	446-488	438-468	461-501
4	Low Intermediate ESL	477-508	489-520	469-514	502-536
5	High Intermediate ESL	509-557	521-555	515-549	537-567
6	Advanced ESL	558-588	556-612	550-607	568-594

Assessment (Testing) Administration Requirements

A. All assessments must be administered in compliance with instructions published by test developers. The publisher's guidelines which include detailed instructions for administering, scoring, and interpreting the tests are set forth in the TABE, CLAS-E and CASAS Test Administration Manuals. Test administrators should familiarize themselves with the manuals for the assessments they use.

B. All assessments must be administered by an individual that has been certified as having completed training on the proper administration of these instruments. This training must be provided by a trainer/entity that has been approved by the State AEL office. Training Guidelines for TABE and CLAS-E can be found under Professional Development at ael.mo.gov.

C. Only certified teachers are permitted to interpret the results of the assessments or otherwise counsel students regarding their educational plan.

D. At least one subject area of the pre-test battery must be given as part of the intake process and before reaching 12 hours. The remaining subject area tests can be given after starting class but must be given within 2 weeks of starting class.

E. All subject areas of an assessment must be administered. However, where a student attends an AEL program just for a specific stated purpose, the program may respond to this request by not giving the entire battery of pre-tests. For example, if the ultimate purpose for attending the program is for the student to converse with their child's teacher or read to their child, and the student has no intention of getting a job or attending post-secondary education, programs may give only the one appropriate test. If an individual comes to a program and has taken the HiSET and passed all subject areas except one, the program may pre-test in the most appropriate subject area(s). The program must document the justification when not giving a full battery.

F. Students must go through a portion of orientation (preferably 3-4 hours) prior to pre-testing.

G. Read all directions to the student; instructions should be read to the student prior to each test.

H. Examinees must not be left alone with test materials.

I. All tests must be timed, based on the rules of standardized tests. If the test is not timed, it is not considered a valid test. Un-timed tests also do not give a fair assessment of the student's needs and can affect progress planning.

J. All tests must be kept in a secure location, inaccessible to students and public.

K. The local program director is required to ensure that adequate and usable assessment materials are available to all staff for use.

Assessment (Testing) Administration Recommended Procedures

A. Testing area should be quiet, free from interruptions and other disruptive influences.
B. Participants should be tested only when they are physically, mentally, and emotionally prepared.
C. Test should be introduced in a non-threatening manner.
D. The AEL teacher or proctor should explain the purpose of the test and give appropriate instructions to participants who are testing.
E. Although teachers or proctors may administer a full battery of tests during one attendance session, it may not be advisable to subject participants to several consecutive hours of testing.
F. Encourage students to not “guess**”.** If they don’t know the answer, they should skip it and move on. The assessment is not a pass or fail tool; the pre-test is an indicator of what the student needs to work on.

TABE CLAS-E Administration Guidelines

The following outlines guidelines and training/certification requirements for the administration of the CLAS-E test.

A. General Guidelines:

   All programs serving ELL students must be trained on the administration of CLAS E (see exception below). Only trained/certified staff members are allowed to administer the CLAS-E. In order to maintain consistency in scoring, it is recommended that your program have a small "testing team" that specializes in CLAS-E administration. For the speaking and writing tests, teachers may NOT post-test students for whom they are providing instruction.

B. Training/Certification Requirements for Staff Administering CLAS-E:

   Only staff who have been trained and certified in the administration of the CLAS-E may administer the CLAS E assessment.

   To receive certification staff must complete the following:

   a. Participate in the Staff Development DVD with workbook,
   b. Attend the 6 hour face-to-face CLAS-E training given by one of the DESE contracted CLAS-E PD training providers, and
   c. Observe a minimum of 4 hours of CLAS-E test administration.

   Staff may receive provisional certification by following these steps:

   a. Participate in the Staff Development DVD with workbook, and
   b. Observe a minimum of 4 hours of CLAS-E test administration.

   Provisionally certified staff must become certified within 6 months by attending the 6 hour face-to-face CLAS-E training.

   Exception: For programs who serve less than 20 ELL students per year the following options are available:

   1. Have staff become certified on CLAS E administration following either path above.
   2. Contract with a local program/staff member in your region who is certified in CLAS E test administration and have them provide CLAS E testing.

   PD: 3 hours for DVD with workbook
   6 hours for face-to-face workshop
   4 hours for observation
   -documentation required for all PD

Student Educational Gain

Educational gain measures the primary purpose of the adult basic education program: to improve the basic literacy skills of participants. The NRS approach to measuring educational gain is to define a set of educational functioning levels at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas. This is done by pre-testing in Reading, Math, and Language for ABE/ASE students (TABE); Reading, Writing, Listening and Speaking for ELL students (CLAS-E); and Reading (27 and 28) for ELL students (CASAS) who meet requirements detailed in the CLAS-E section. After an appropriate amount of instruction, students are again assessed (post-tested) to determine their skill levels. If their skills have improved sufficiently to be placed one or more educational functioning levels higher, a "gain" is recorded for that student.

The "Educational Functioning Level (EFL)" of the student is determined for each of the subject areas. "Educational Functioning Level" and "NRS Level" are one and the same and the terms are used interchangeably. The student's educational functioning level is determined by taking the raw scores from the pre-test and converting them to scale scores. The scale score is used to determine an Educational Functioning Level (Attachment 8).

To determine gain for a student, the student may increase an educational level (NRS level) in any subject area(s). This is determined by post-testing.

Assessments results are used to determine instructional objectives for the student.

Policy Regarding Serving Students Who Make No Educational Gain

Please see Attachment 11.

Post-testing

Students must be post-tested using the same assessment tool as used for the pre-test (TABE, CLAS-E, or CASAS) to measure educational gain and NRS level attainments. The student must take a different form of the same level of test (pre-test TABE M11, post-test M12) or a higher level test (pre-test M11 and post-test D11). You may not post-test using a lower level test than what was used for the pre-test.

If after alternating tests, the student needs to reuse a same form and level of test, there must be at least 3 months or 60 hours of instruction between the testing to be considered valid. This policy applies to TABE, CLAS-E and CASAS assessments.

Provide the necessary instruction to a student and post-test to measure lasting gain. A post-test (TABE, CLAS-E, or CASAS) should be used to measure how much progress a student has made after the student's learning gain has been exhibited. The standardized post-test should not be used arbitrarily as an "end of lesson exercise" or "quiz" to see if a student has made gain.

A. A student must receive instruction and exhibit learning gain prior to receiving a standardized post-test.

B. A pre-tested student will receive an NRS level assignment. In LACES, this is based on their lowest test(s) scores or, if not all tests are given on the same date, then the LACES NRS level assignment would be based on the lowest test score given on the earliest date. Through informal assessment (not TABE, CLAS-E, or CASAS) a student should show mastery of those benchmarks prior to standardized post-testing.

C. The local AEL program is required to follow the post-testing policy of the State AEL Office. However, a student is not necessarily ready for post-testing at any prescribed interval.

State AEL Post-Testing Policy

Local programs should use the following table to determine the minimum number of hours of instruction required before post-testing. The count of hours starts when the student begins orientation.

POST-TESTING TIME FRAMES		
TEST NAME	**PUBLISHER RECOMMENDED**	**STATE MINIMUM**
TABE	50 - 60 hours (Levels 1 – 4)	40 hours
	30 - 59 hours (Level 5)	30 hours
CLAS-E	60 - 95 hours (all levels)	40 hours
CASAS	70 - 100 hours (all levels)	40 hours

There are only two allowable exceptions from the state minimum hours of instruction requirement, (also known as “early post-testing”):

A. There is documented mastery of appropriate objectives. In this case, documentation of mastery, to be included in the student folder, includes some type of informal assessment. Supporting evidence of readiness for post-testing may include classroom coursework, completed assignments, quizzes, and homework.

B. The student is exiting the program.

If a student is post-tested prior to the minimum hours of instruction, the program must document the reason that the post-test was administered using the attached document, and this documentation must be retained. (See Attachment 12).

Early post-testing, even if documented, must not exceed 25% of those post-tested.

<u>PoP's and Pre- and Posttesting</u>

At entry into each PoP, a student must be placed in an NRS EFL on the basis of an assessment given by the program. EFL placement in a new PoP can carry over from a prior period or a new placement test may be administered. After a participant is placed in an EFL either by a new assessment or carryover from a prior assessment, a new posttest must be given in order to achieve an EFL gain (by pre-/posttesting) in the new PoP.

<u>Applying MSG to a Prior PoP</u>

Academic gain via post-testing may be achieved in a PoP based on post-testing in the next PoP. (see *Scenario 1*)

Hours can be added from one PoP to the next to get total hours needed for post-testing (see *Scenario 2*)

To apply MSG to a prior PoP, the PoPs must be within the same program year.

Scenario 1: MSG may be applied to a previous PoP under the following scenario:
- A participant exits PoP1, had enough hours to post-test, but does not complete a post-test
- The individual reenters the program (PoP2) and is tested
- Since the participant had already qualified to post-test, the test given upon reentry may be used as the post-test for PoP1 and EFL gain may be counted for PoP1, if a gain is achieved; it is also used as the pre-test for PoP2

Scenario 2: EFL gain may also be applied to a previous PoP under this scenario:
- A participant exits, does not have enough hours to post-test and is not post-tested
- The individual returns to the program (PoP2), is tested after achieving enough hours (combining hours from PoP1 and PoP2), and achieves an EFL gain
- This test in PoP2 serves as the post-test for PoP1 and as a pre-test for PoP2. The EFL gain is counted for PoP1
- EFL gain in PoP2 would require another test after the participant receives sufficient hours for a post-test

HSE, MSG and PoPs

For a participant who is in more than one PoP in a program year, the EFL gain counted in one PoP cannot be applied to the other PoPs, However…

- For HSE attainment, HSE counts for MSG when the HSE occurs after enrollment in a PoP, AND it also counts as an MSG for All prior PoPs in that program year.

  Note- you cannot count more than one MSG per PoP

Carrying Tests Forward from a Previous Fiscal Year

Students that have been actively attending classes in the previous fiscal year do not have to be tested again just because a new fiscal year has begun. The most recent pre-test or post-test (whichever is the last test given) in the previous fiscal year could be entered as the pre-test in the new fiscal year if the test was administered in the last quarter of the previous fiscal year. If the previous assessment(s) are to be used as pre-test(s), in LACES simply "move" the assessment(s) "forward to next fiscal year" in the assessments tab. The original assessment date(s) will be displayed.

As stated above, only tests that were administered in the last quarter of the previous fiscal year should be carried forward as pre-tests in the new fiscal year. Therefore, if the most recent test information on a continuing student is not as current as the last quarter (ninety days previous to July 1 = April 1), the student should be administered an appropriate TABE/CLAS-E/CASAS test at the beginning of the new fiscal year.

Students Enrolled in Multiple Programs

Programs (including MOLearns) may share student testing information when the student enrolls in more than one program in the same fiscal year. Using another program's testing is encouraged to avoid redundant testing for the student. When using testing from another program, it is important to consider which tests are appropriate to use.
Using Another Program's Testing as a Pre-Test: When a student has existing testing and another program uses it as a pre-test, only the student's most recent testing may be used.
Using Another Program's Testing as a Post-test: A program must provide the student with sufficient instruction (to be eligible for a post-test) before using testing from another program as a post-test. Exception: If a program does not post-test a student prior to the student's exit, they should NOT use any testing done later by another program. A student's exit date is based on the last day of attendance. If testing occurs after that exit date by another program, it cannot be entered.

Appropriate Example 1: Student A is currently enrolled in Program 1 and also enrolls in Program 2 during the same fiscal year. Program 2 may use the most recent testing from Program 1 as the Student's pre-test in Program 2.

Inappropriate Example 2: Student A is currently enrolled in Program 1 and has taken a pre-test and post-test showing educational gain. Student A also enrolls in Program 2 during the same fiscal year after Program 1's post-testing. Program 2 uses the pre-test and post-test from Program 1 to show educational gain.

Appropriate Example 3: Student B enrolls in Program 1, takes a pre-test, and then gets 30 hours of instruction. Student B also enrolls in Program 2. Program 2 uses Program 1's testing as their pre-test. Program 1 post-tests and shows educational gain. Program 2 may use Program 1's post-test once Program 2 has provided enough instruction to make the student eligible to post-test.

Inappropriate Example 4: Student B enrolls in Program 1, takes a pre-test, and then exits the program after 20 hours. Program 2 then enrolls the student, who attends 60 hours and post-tests, achieving educational gain. Program 1 enters Program 2's post-test to show educational gain for Student B in Program 1.

<u>Documenting Hours at Testing Anomalies for Hybrid/Co-Enrolled Students</u>

For students enrolled in face to face classes and MoLearns or another face-to-face class, a student may achieve the minimum required hours of instruction for post-testing through a combination of hours. Documentation must be kept to support the number of hours of instruction using Attachment 12. This would require coordination between the two programs to track hours.

PROGRAM OPERATIONS: STUDENT SERVICES

Intake Process

AEL Programs must have each student go through the Intake Process, which includes the following elements:

A. Collection of Demographic/Enrollment Information, including describing each employment barrier to the students.
B. Orientation to the Program – An Orientation has the following elements
    1. Information regarding Missouri Job Center services
    2. Student Expectations
    3. Program Outcomes/Expectations
    4. Attendance Policies
    5. Introduction to the program and how the process will work
    6. Guidelines on how the class site operates (i.e. site schedule, classroom rules, etc.)
    7. Information regarding additional services
    8. Discussion with student in establishing realistic student goals
    9. For programs that have one, discussion on the "Policy Regarding Serving Students Who Make No Gain" (See Attachment 11)
C. Administration of at least one subject area of the pre-test battery

Managed intake is the preferred way to conduct the intake process. Managed intake uses specific sessions for new students to be inducted into a program.
When the orientation (Item B above) is conducted within a "managed" intake process, it has the following elements:

A. Happens at regular, but limited, number of times (e.g. once a month)
B. A scheduled time outside of regular class time
C. A set length of time (preferably less than 12 hours)
D. A set outline – preferably over multiple days to conduct the orientation

An orientation within a managed intake process has the following benefits:

A. Does not disrupt instruction in a class to enroll a new student
B. Requires the student to make an effort beyond the initial interest in the class, which determines the student's readiness to attend class
C. Allows for students to self-select out if program is a poor fit
D. Assessing student's readiness prior to program using assessment and data entry resources.

It is not required that the intake process, including orientation, be conducted by a certified teacher. It is up to the director to make that determination. However, once the point is reached where an individual is interpreting the results of the assessments (pre-test battery), that function must be done by a certified teacher.

The Intake Process must be complete for each student prior to the student starting an instructional class.

Adult Education and Literacy Program Activities

The adult education and literacy program activities include:

A. Adult education
B. Literacy
C. Workplace adult education and literacy
D. Family literacy (Note – Missouri will not be funding this activity)
E. English language acquisition
F. Workforce preparation
G. Integrated education and training.

A. Adult Education – The term ''adult education'' means academic instruction and education services below the postsecondary level that increase an individual's ability to—
   1. Read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
   2. Transition to postsecondary education and training; and
   3. Obtain employment.

B. Literacy – The term ''literacy'' means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

C. Workplace adult education and literacy– The term ''workplace adult education and literacy activities'' means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce

D. Family literacy– Missouri will not be funding this activity.

E. English Language Acquisition – The term "English Language Acquisition" means a program of instruction—

1. That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
2. That leads to—

    a. Attainment of a secondary school diploma or its recognized equivalent; <u>and</u>
    b. Transition to postsecondary education and training; <u>or</u> employment.

    Note: The requirement that the English language acquisition program must lead to…does not preclude serving eligible individuals whose primary motivation for participating in the program is to support the educational development of their children.

    The English language acquisition programs should not discourage or exclude eligible individuals from participation, regardless of whether they are seeking a secondary school diploma or its recognized equivalent, or transition to postsecondary education or training or employment.

    A program that offers educational and career counseling services that assist an eligible individual to transition to postsecondary education or employment meets the requirement that the program lead to an attainment of a secondary school diploma or its recognized equivalent <u>and</u> transition to postsecondary education and training <u>or</u> employment

F. <u>Workforce Preparation</u> – The term "workforce preparation activities" means - Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

- Utilizing resources;
- Using information;
- Working with others;
- Understanding systems;
- Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce.

Digital literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Within the NRS for adult education, educational functioning level descriptors were recently revised to align with rigorous college and career readiness standards, which include much of the knowledge and skills listed under workforce preparation activities. Therefore, workforce preparation activities are assessed broadly through the assessment of educational functioning levels.

Employability Skills "…it is important to provide learners at all levels with opportunities to master employability skills and encourage eligible providers to incorporate workforce preparation activities into all adult education and literacy activities, as appropriate."

Coordination with Employers "…new adult education and literacy activities such as workforce preparation activities and integrated education and training offer adult educators new opportunities to enhance and expand engagement efforts with employers so that adult education services meet the needs of job seekers and employers."

G. <u>Integrated Education and Training (IET)</u> – The term "integrated education and training" means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Note: AEFLA does not require all eligible providers to provide integrated education and training. A through G in this Section lists the programs, activities, and services that are allowable adult education and literacy activities. Integrated education and training is only one activity of several listed.

It is not anticipated that all eligible individuals served by a local program will immediately be ready for or need integrated education and training. Some eligible individuals--depending upon local economic conditions or individual characteristics--may be best served first through other adult education and literacy activities prior to, and in preparation for, subsequent enrollment in an integrated education and training program.

What are the required components of an integrated education and training program funded under title II?

Three Required Components:

1. *Adult education and literacy activities as described in this section.*
2. *Workforce preparation activities as described in F.*
3. *Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act. (See list at the end of this section.)*

Note – Adult Education should not use AEFLA funds to pay tuition for occupational training. Exception to this may be granted by the state AEL office.

Services must be provided concurrently and contextually such that—

A. The adult education and literacy activities, workforce preparation activities, and workforce training:

   1. Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
   2. Occur simultaneously; and
   3. Use occupationally relevant instructional materials.

B. The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

Note: The intention is to ensure that each of the required components of an integrated education and training program be of sufficient quality and intensity.

Integrated education and training is part of a career pathway and, the adult education and literacy activities, workforce preparation activities, and occupational training should occur simultaneously and not sequentially.

For those eligible individuals who need, and are ready for, integrated education and training services, occupationally relevant instructional materials are to be used, as appropriate, across the three required components of the integrated education and training program.

Substituting general employability instructional materials for occupationally relevant instructional materials is not consistent with the statutory requirement.

Key Concepts

- It is important to integrate workforce preparation activities into all adult education services.
- IET programs have three required components.
- Each component must be of sufficient quality and intensity and use occupationally contextualized materials.

- Each component must be provided throughout the overall scope of the program.
- An IET program must be designed for both educational and career advancement.
- Not all students are required to be enrolled in IET programs.

Training Services-Title I Section 134(c)(3)(D)

- Occupational Skills Training
- On-the-Job Training (OJT)
- Incumbent Worker Training
- Workplace Training with Related Instruction
- Training Operated by Private Sector
- Skill Upgrading and Retraining
- Entrepreneurial Training
- Job Readiness Training
- AEL
- Customized Training

See “IET Program Review” (Attachment 13)

Integrated English Literacy and Civics Education (IELCE) Program

What is the Integrated English Literacy and Civics Education (IELCE) program?

A. Refers to the use of funds provided under section 243 of the Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries.
B. Delivers educational services as described in the definition below for Integrated English Literacy and Civics Education.
C. Services must be delivered in combination with integrated education and training activities as described in the "integrated education and training" section.

Integrated English Literacy and Civics Education (IELCE) – The term "Integrated English Literacy and Civics Education" means

A. Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
B. Integrated English Literacy and Civics Education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and *may include workforce training.*

English language learners seeking English language proficiency and civics education, but not seeking workforce training, should not be excluded or discouraged from participation in the Integrated English Literacy and Civics Education program.

The Act requires that local programs receiving funds under Section 243 provide IEL/CE services in combination with integrated education and training.

What are the requirements for eligible providers that receive funding through the IELCE program?

Eligible providers must provide services that—

A. Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and

B. Are designed to:

    1. Prepare adults who are English Language Learners (ELLs) for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

2. Integrate with the local workforce development system and its functions to carry out the activities of the program.

<u>How does an eligible provider that receives funds through the IELCE program meet the requirement to use funds for IELCE in combination with IET?</u>

Two Options for Meeting the Requirement:

A. Co-enrolling participants in integrated education and training that is provided within the local workforce development area from sources other than section 243
B. Using section 243 funds to support integrated education and training activities

Note: Not all students seeking services under section 243 of the Act will require employment related services and therefore may have no need to be co-enrolled in occupational training.

Some students who have employment related educational needs may not be adequately prepared for integrated education and training and may benefit most from more basic educational services in preparation for integrated education and training.

The Act does not require all participants enrolled in integrated English literacy and civics education programs under section 243 to be receiving integrated education and training services.

The Act does require that eligible providers receiving funds under section 243 use those funds for integrated English literacy and civics education in combination with integrated education and training activities. Thus, participants for whom integrated education and training services are appropriate will have access to those services.

<u>Who is eligible to receive education services through the IELCE program?</u>

English language learners, including professionals with degrees and credentials obtained in their native countries.

Key Concepts:

- Section 243 funds (IELCE Program) must be used in combination with IET.
- The requirement is on the program and not the individual participants.
- There are two options for meeting the requirement.
- Students without credential attainment or employment related goals should not be dissuaded from participating in the program.
- The new requirements will take time and technical assistance to fully implement.

Instruction Process

Instruction, the service provided in MO AEL classrooms, refers to activities delivered by the program to engage learners for the purpose of attaining the student's goals for attending. Instruction should be provided in reading, language arts, math and English language acquisition (where applicable). Instructional activities should be evidence-based, that is, shown by practice and research to be effective instructional practices. The student's goals and needs, in combination with assessment results, should guide instruction.

The steps in the instructional process include:

A. Pretest to determine educational functioning level and identify instruction needs;
B. Goal setting with students;
C. Development of the Learner's Educational Guide;
D. Instruction;
E. Administration of Post Test;
F. Instructional Strategies to Assist Students in Making Academic Gain; and
G. Case Management to assist students in employment, improving employment or enrolling in post-secondary education.

The following section further elaborates on each step of the instructional process for an adult student in an AEL classroom.

A. Pretest to Determine Educational Functioning Level and Identify Instruction Needs.

As part of the intake process of the AEL program, all students must be pre-tested in an effort to identify the instructional level of the student at entry. Approved standardized tests include the TABE and TABE CLAS-E. The CASAS may be used for ELL students with little to no literacy skills in accordance with the assessment policies in CLAS-E section of the Director's Guide.

The pre-test results create a baseline from which to measure education progress. Pre-test results are also used diagnostically to identify the instructional needs of the student. Programs are encouraged to utilize additional diagnostic assessments to provide more insight into the current educational functioning level of the student. From the results of the pre-test(s), learning needs are identified.

The program will offer instructional activities that are focused on the student's instructional objectives. When the student has demonstrated mastery on formative assessments for all instructional objectives in the current level, the post-test will be administered to verify and document that mastery.

B. Goal Setting with Students

Research has shown that the primary incentive for adult learner persistence is the learner’s ability to set and reach goals. It is important for teachers to meet individually with students to discuss the student’s reason(s) for attending the AEL program. As part of this meeting, the teacher will explain the results of the pre-test with the students, identify areas of educational strength and weakness, discuss and help the student identify meaningful short/long term goals, and develop a Learner’s Educational Guide to use as a tool for achievement of those goals. Goal setting should be a collaborative exercise between teacher and student. The process for achieving goals should be broken into small, prioritized, and achievable steps. As each short term goal is met, a new goal is added. These short term goals will continually change as the student progresses toward the long-term goal.

It is important that the student experience small successes in the instructional process. This will sustain his/her motivation toward the long-term goal.

C. Development of a Learner’s Educational Guide

A Learner’s Educational Guide will be developed for each student based upon the pre-test results. This guide should be used as a tool to guide instruction and monitor student progress.

As a guide for instruction and study, the Learner’s Educational Guide focuses the student and teacher on instructional activities that align to the learning needs indicated on the pre-test and the goals of the student.

The Learner’s Educational Guide should be reviewed and updated frequently as the student meets his/her goals. Formative/informative assessments should be used to monitor progress.

D. Instruction

The AEL program shall offer the following instructional activities. *Each of these requirements will be restated in the discussion of the guidance related to the specific requirement.*

Instructional activities shall-

1. Be built on a strong foundation of research and effective educational practice;
2. Be of sufficient intensity and quality for participants to achieve substantial learning gains;
3. Provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.

4. Incorporate instructional practices that include the essential components of reading; and
5. Effectively employ advances in technology, as appropriate, including the use of computers and distance learning.

****

1. "Instructional Activities shall be built on a strong foundation of research and effective educational practices"

   Instruction that is built on a strong foundation of research and effective educational practices, and that is of sufficient intensity and quality should include, but is not limited to:
   a. Active Instruction that can be observed in each classroom;
   b. Use of multiple learning strategies that provide differentiated instruction for students including those with learning disabilities;
   c. Use of tiered instruction that includes: whole group, small group, guided practice, and independent learning in each classroom;
   d. Lessons that tie to College and Career Readiness Standards; and
   e. Consistent use of other strategies that have a strong foundation of research.

2. "Instructional activities shall be of sufficient intensity and quality for participants to achieve substantial learning gains"
   a. Instruction provided for a sufficient number of hours each week and a sufficient number of weeks each year to make sustainable changes in the skill levels of adults.
   b. In creating a schedule of classes, the director must ensure that the classes meet frequently enough to facilitate the time on task necessary for participants to achieve learning gains.

3. "Instructional activities shall provide learning in real life contexts to ensure that an individual has skills needed to compete in the workplace, exercise the rights and responsibilities of citizenship", and/or transition to and complete postsecondary education and training programs.

   Contextual learning in adult education is based on the constructivist theory of adult learning, which states that instructional content relates to the specific contexts of learners' lives, interests and goals and therefore increases the adults' motivation to learn. Through contextual learning, teachers are able to present information in a way that allows adult students to construct meaning from their own experiences. Through this approach, learning is anchored in the context of real life situations and problems.

   Contextual learning should include activities that:
   a. Are anchored in the context of real life situations and problems;

b. Allow for students to learn academic skills with direct reference to real-world events, practices and situations;
c. Integrate education and training opportunities that relate to sector strategies in the local area for students, including ELA/ELL students;
d. Integrate workforce preparation activities, programs and services designed to help an individual acquire basic academic skills in a combination of one or more of the following: critical thinking, problem solving, digital literacy, working collaboratively, and/or self-management skills;

4. “Instructional activities shall incorporate instructional practices that include the essential components of reading”:
   a. Phonemic awareness, systematic phonics, fluency, accuracy, comprehension and expanded vocabulary.
   b. Evaluation of information found in text.
   c. Building student’s motivation for reading through contextual learning,
   d. Integrating technology into the reading curriculum.

5. “Instructional activities shall effectively employ advances in technology, as appropriate, including the use of computers and distance learning”

   Whenever possible, technology such as computer based learning tools and educational websites should be integrated into the classroom to enhance instruction. Distant learning opportunities, such as those found through MOLearns, should be made available to students when applicable.

E. Administration of Post Test

When a student and teacher determine that all instructional objectives in one or more content areas have been mastered at the student’s current educational functioning level, the student is administered the appropriate post-test.

For complete information on post-test policies and procedure, refer to the Program Performance; Post-Testing Section of the Director’s Guide.

F. Instructional Strategies to Assist Students in Making Academic Gain

1. General
   a. Cooperative group activities
   b. Graphic organizers
   c. Constructive and timely feedback
   d. Group/partner discussion
   e. Summarizing strategies
   f. Use of wait time
   g. Use of formative assessments to drive instruction
   h. Preferential seating

i. Multi-sensory instruction, such as drawing out word problems
j. Manipulatives, such as blocks, stacking cubes, flashcards, letters, objects, etc.
k. Use of line readers to help track while reading (can be made from a strip of heavy card stock paper)
l. Various reading/pre-reading strategies, such as accessing prior knowledge, annotating texts, etc.
m. Retell or rephrase new information
n. Use of graph paper (when working on division, subtraction, addition, etc.) helps students keep numbers lined up correctly
o. Highlight key words in word problems
p. Repetition
q. Scaffolding: to model instruction (I do it), to guide instruction (We do it), to students working together with teacher supervision (You do it together), and to students doing on own (You do it).
r. Provide visual clues for students by using models, pictures, charts, graphs, etc.
s. Present new terms in context. Encourage students to use in conversation and peer dialogue.
t. Color cues, such as using different colored highlighters: one for main idea, one for key details, one for definitions.

2. Students with Impairments

   a. Native English Speaking Students with Intellectual Disabilities

      - Use a multi-sensory approach for word study: see, hear, say, read, spell, trace, and write (on paper, in sand, salt or sugar, in the air).
      - Model fluency: model rate, accuracy, chunking and expression.
      - Chunk assignments into smaller segments.
      - Simplify language content to the extent reasonable.
      - Use meaning and authentic contextual materials that relate to the student’s interests, life, or work.
      - Balance sound/word study with practice of phrases, sentences, or short stories.

   b. Visually Impaired Students

      - Enlarge any notes before handing them out. When possible, use Arial font and at least 24 point text for handouts. Black or dark blue on nonglossy pale yellow or white paper is best.
      - Provide lecture handouts and PowerPoint presentations in advance. If needed, give vision-impaired students the materials in alternative formats at the same time or before the materials are given to the rest of students.
      - Talk through calculations or procedures as they are carried out.

- Give verbal description of visual aids or writing on whiteboard or slides, and spell aloud difficult words or names.
- Always read out what is written.
- Use of plastic, light colored reading overlays
- Try to stay in the same place and not move around when talking.
- Encourage students to seat themselves toward the front of the classroom.
- Keep instructions brief and uncomplicated as much as possible.

c. Deaf or Hard of Hearing Students:

- Encourage students to seat themselves toward the front of the classroom. Avoid seating where student is facing bright lights or windows, or where a glare or strong backlighting will make it difficult to see the faces of others.
- Speak when facing the student. Don't change the topic of conversation quickly without letting the deaf or hard of hearing student know that the topic has changed.
- Keep instructions brief and uncomplicated.
- Any videos used should be captioned, when possible.
- Use as many visuals as possible.
- If communication breaks down, repeat the message or write it down.
- Try to stay in the same place and not move around when talking.

G. Case Management

Under WIOA, the purpose of the Adult Education program has been expanded to include implementation of services that align employment, training, education and supportive services with the need of individuals, particularly those with barriers to employment.

Case management services should be offered to assist students to make connections to post-secondary options and/or employment. Case management services may include:

1. Face-to-face interactions with students to identify needs and goals;
2. Individual Action Plan developed that helps the student identify the steps necessary to obtain his/her goal for entering post-secondary or obtaining a job. (These should be developed and tailored for the specific needs of each student.);
3. Connecting directly with job centers, post-secondary institutions, technical training programs, and/or other career pathways, etc;

4. Providing support/instruction to assist students with the development of employability skills/job preparedness;
5. Providing assistance with pre-employment activities – applications, resume creation, interview skills, etc.

DISTANCE EDUCATION

While there are other ways to provide distance education to AEL students, the state approved online high school equivalency program is “MOLearns” (www.MOLearns.com). The only on-line hours that can be counted outside the classroom are ones that are accrued using MOLearns.

MOLearns Education – Missouri’s High School Equivalency On-Line Instruction

The Missouri AEL program supports distance education as an allowable learning activity that allows for adult students who are separated by geography, time, or both, to participate in adult education instruction.

The MOLearns Program offers instruction through the use of an academic/basic skills curriculum developed specifically for the Missouri HSE Online Program. The MOLearns Online Class Program uses Canvas by Instructure as the platform for instructional activity.

In order to include distance education activity in the required federal reports, the Missouri AEL program defines a distance learning student as:

- A federally reported student that has at least 51% of the total number of contact hours generated through the student’s participation in MOLearns.

Assessment Requirements of MOLearns Students:

A. It is a grant requirement that local AEL programs provide assessments to MOLearns students.

B. Curriculum held in the Canvas LMS utilizes the Teacher Learner Model to assign proxy hours for the Missouri developed academic/basic skills curriculum. A fixed number of hours have been identified for each assignment based on teacher determination.

C. Edmentum /PLATO program utilizes the Clock Time Model for the approved software program. This software program tracks time on task.

D. All pre and post-tests are required to be conducted through face-to-face interaction with a trained test administrator and in accordance with the state’s assessment policy. Pre and post-testing may also be administered using an approved TABE Online testing facility.

E. All students participating in the MOLearns Online Programs must be post-tested at least every 60 days. Online students that are not post-tested by the 60th day

will be prohibited (locked-out) from accessing the online program, until such time that they are post-tested.

MOLearns Enrollment Process

Students who apply for online learning will need to complete TABE testing at a DESE approved testing location. The program does not need to enter the student into LACES or have the student attend a classroom orientation. Students will be monitored and mentored by a distance learning teacher who will request post-testing and make new learning assignments as students achieve.

Step-by-Step Process for Student Enrollment in the MOLearns Online Class.

A. Student fills out an application form online at www.MOLearns.com.

B. After the application has been submitted, it is sent to the online teacher in that zip code zone.

C. The online teacher sends a welcome letter to the student within two working days. This email will have instructions on where and when a student can take a TABE placement test. MoLearns requires that students have current (within 90 days) test scores.

D. The student makes an appointment (if required by the testing location) to test and lets their online instructor know their testing plan.

E. The online teacher issues the student a MOLearns TABE test ticket. This ticket can be used for either TABE Online testing or paper testing.

F. The student takes the TABE tests at an AEL classroom. The student will complete an online orientation with MOLearns once they entered in the MOLearns system.

G. If a student tests online using the DRC system with a test ticket issued by MOLearns, the testing site does not need to send scores.

H. If the student tested on paper or the online test ticket was issued by the testing site, then the testing site teacher can send the scores by filling out the online skills sheet, which is a Google form posted on the MOLearns website or email or fax the scores to the online teacher.

I. After completion of TABE assessment and the receipt of the TABE scores, the student account is set up with MOLearns.

J. The online instructor sends an email letting the student know that the TABE scores have been received and that their account is set up. The teacher sends the student a username & password.

K. The student completes an online orientation, which includes five Canvas units with quizzes and one online Meet & Greet session (live online session conducted via Canvas Conferences).

L. Once all tasks have been completed, the student is moved into the regular online classroom. The student receives 5 hours for completing the orientation.

M. The student is sent new assignments. Instructions include completing at least 2-3 lessons (5 hours) per week and emailing the instructor with quiz scores weekly.

N. The student continues to work online with the guidance of their online teacher. Then, after 40 hours, the student is sent back to the onsite class for post testing.

In order for students to stay enrolled in the program they must adhere to the following requirements:

- Complete a minimum of five assignment hours per week.
- Keep in regular communication via email with their instructor.
- Return to the classroom within 60 days or after 40 hours of instruction to take a TABE assessment test.

<u>Hybrid Students</u>

With the MOLearns online program, local AEL programs can establish a flexible learning environment for students using both face-to-face classroom instruction and online lessons outside the classroom. Site-based teachers are encouraged to communicate with the online teacher regarding students who may benefit from working online outside of the classroom in addition to face-to-face.

Students who wish to work online in addition to the face to face classroom are considered hybrid students. Hours completed in the classroom are reported by the local AEL classroom. Hours completed online are reported by MOLearns.

Quarterly, programs receive documentation from MOLearns about how much time the student spends online using MOLearns. This applies to both hybrid and online exclusive students.

For students enrolled in face to face classes and MoLearns, a student may achieve the minimum required hours of instruction for post-testing through a combination of hours. Documentation must be kept to support the number of hours of instruction using Attachment 12. This would require coordination between the two programs to track hours.

Using MOLearns as Supplemental Instruction within the Classroom

Local AEL programs may request the use of MOLearns curriculum in the AEL classroom for supplemental instruction. Hours that the student works on MOLearns while in the classroom will be reported into LACES by the local program.

- The student will receive a MOLearns module to work on while in the classroom.
- The student will receive a task sheet with a list of assignments.
- The classroom teacher will monitor the student's progress and help when the student does not master an assignment.
- Additional modules can be requested by the teacher at any time.
- The student does not complete an online application if they are working on MOLearns exclusively in the classroom. However, if the student wants additional access to MOLearns outside the classroom, they will need to complete an application and would then be considered a hybrid student.
- The classroom teacher will encourage students to also apply to become an online student with MOLearns so they may continue their studies outside the classroom.

If you have any questions regarding MoLearns, please contact Kimberly Brogan at 314-415-4936 or kbrogan@parkwayschools.net.

OUTREACH AND COMMUNITY PARTNERSHIPS

Local Advisory Committee Guidelines

While it is not required, it is recommended that local AEL programs create an AEL advisory committee. The local advisory committee should consist of people who are genuinely interested in AEL.

Members on the advisory committee should be selected from each geographical section of the area served. It is suggested that AEL programs have representation from the following:

A. The business community
B. Industry
C. Labor unions
D. Public education agencies and institutions
E. Private educational agencies and institutions
F. Churches
G. Fraternal/sororal organizations
H. Volunteer organizations
I. Community organizations
J. Local Workforce Development agencies
K. Adult residents of rural areas or adult residents of urban areas with a high rate of unemployment
L. Adults with limited English language skills
M. Correctional/Mental Health Institutions (if serving their clients)
N. Family Support Division
O. Even Start, Family Literacy
P. Previous AEL students

Advisory committees can be helpful in recruiting students, finding suitable classroom facilities, assisting with surveying needs of the community, providing support services, promoting the program, promoting interagency cooperation, and developing funding strategies.

Outreach and Community Partnerships Guidelines

Activities of the local AEL program must coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, job centers, job training programs and social service agencies. How the local program coordinates with the other available resources in the community must, at a minimum, meet what was described in their submitted grant/bid application.

Additional outreach and community partnership guidance -

A. Program information should be exchanged with other agencies, programs, and organizations for referral purposes.

B. The program should get support from the host agency beyond state funding including in-kind and/or monetary funding.

C. The program should provide information to students about the availability of additional academic/vocational training.

D. The program should develop the collaborations and partnerships identified in their most recent grant application.

E. The program should have a plan for informing adults of services provided and the times and locations of classes.

Connect Students with Title I Services

A. Provide Information - Missouri Job Center service information should be made available to all Adult Education students during Orientation.

B. Refer for Co-enrollment - Students are to be referred to Job Centers when appropriate.
   1. Services to Support AEL Attendance
      a. Supportive Services - Students should be referred to Missouri's Job Centers when supportive services are needed to overcome barriers to attendance. The Job Center will determine eligibility and assist in finding available supportive services.
      b. Employment - Unemployment/Underemployment can have a significant impact on student attendance. Students in this category should be referred to the local Job Center.
   2. Career Services
      a. As students obtain or get close to obtaining their HSE, it is expected that those seeking employment or post-secondary opportunities be referred to the local job center for career services.
   3. Referral Process - Referrals must be entered into LACES every time a referral is made to the Job Center. Also, a referral form should be given to the student (example form attached Attachment 14).
   4. Co-enrollment is defined as an AEL Enrolled student (Pre-tested and 12+ hours) who also enrolls in Title I at a Missouri Job Center during the reporting period. (jobs.mo.gov is not Title I enrollment)
   5. Goal for Co-Enrollment - The expectation is that all appropriate AEL students be referred to Job Centers and be co-enrolled in Title I. This will be shown by data matching between Title I and II. Dates will be compared between the

“Date Referred Student to Job Center” in LACES and the enrollment date in Workforce Development. The expectation is that programs will be moving towards co-enrolling approximately 50% of the students referred to the Job Center.

TIERED MONITORING (DESK REVIEW, SELF ASSESSMENT AND ON-SITE REVIEW)

AEL Tiered Monitoring Process

A. The State Department has implemented "Tiered Monitoring" for the review of federally funded programs. In order to accomplish this, each program in the State has been assigned to one of three cohort groups to determine when a local program will be monitored. See Cohort List and Schedule (Attachment 15)

B. All programs (in Cohorts 1, 2 and 3) will be subject to a **desk review** throughout the fiscal year. This consists of the state AEL office staff reviewing documents/reports/data pertaining to the program.

C. The scheduled cohort group will either be visited by the on-site review team **or** be asked to conduct a self-assessment.

   1. For the group scheduled for **on-site review**, the state AEL office will decide which of the programs in that cohort will receive an on-site monitoring visit based on the risk factors identified below.

      Local AEL programs that have one or more of the following risk factors will be strongly considered for an on-site visit:

      - did not receive an on-site visit in the previous cycle of on-site visits,
      - new program director within the last two years,
      - self-assessment indicates critical compliance issues.

   2. DESE will provide a required **self-assessment** to the programs in this cohort who are not receiving an on-site review.

This selection process will be followed for succeeding fiscal years.

Self-Assessment

After DESE receives the self-assessment responses, additional information may be required from the AEL program. No report is issued from DESE to the program based on the self-assessment. Once satisfactory, DESE will communicate this with the local program.

On-Site Review Report

After receiving an on-site visit, the State AEL office will issue a written report which may include comments and/or findings resulting from the on-site review. See On-Site Review Documents (Attachment 16).

Findings
This section of the report will be used to identify items that the review team has determined to be out of compliance with the state requirements. A written response will be required for each finding identified in the report.

Comments
This section of the report will be used to identify items that the review team found to be significant or noteworthy. No written response will be required to these comments (unless noted in the report).

Timeframes for On-Site Review Reports/Responses

- DESE-AEL will issue a report within 6 weeks of the review.
- The local program must respond to the DESE report within 6 weeks of receipt.

HIGH QUALITY AWARD

NOTE: Plan to reinstate High Quality Award at the Spring 2022 Conference

The purpose of the Missouri High Quality Award is to recognize local programs that achieve outstanding student outcomes while maintaining a high degree of fiscal integrity in their program operations.

High Quality Programs:

A. Have met or exceeded Missouri's target for educational gain/progression. The target is the average of all federal targets for all educational levels served in local AEL programs.

B. Are in the top third of all Missouri AEL programs when comparing the targets established for Missouri to the local program's actual outcomes on the five NRS Core Outcome Measures. However, for any program that has 5 or less students in the denominator for an individual outcome measure, that outcome measure will not be included in the calculation.

C. Have met the fiscal management measures. The efficiency of a program's fiscal management is considered by figuring the cost per student in the local program and comparing that with the average of the cost per student at AEL programs in the state. The integrity of fiscal management will be further examined by comparing actual students served to enrollment projections and comparing dollars spent to projections of dollars needed.

The announcement of the programs that have achieved the award will be made at the Spring Directors' Conference.

LINE ITEM/OBJECT CODE DESCRIPTIONS

6100 Salaries - Amounts paid to employees of the LEA who are considered to be in a position of permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the LEAs.

6200 Employee Benefits - Amounts paid by the LEA on behalf of employees. These amounts are not included in the gross salary, but are over and above. Such payments are fringe benefits; and while not paid directly to employees, nevertheless are part of the cost of salaries and benefits. These charges should be distributed to functions in accordance with the salary function of the employee or group of employees. If materiality prevents, charge to Function 1110, Elementary Instruction.

6300 Purchased Services - Amounts paid for services rendered by personnel who are not on the payroll of the LEA and for other services which the LEA may purchase. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided in order to obtain the desired result.

6400 Supplies and Materials - Amounts paid for material items of an expendable nature that are consumed, worn-out, deteriorated in use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

6500 Capital Outlay - The State AEL Section defines equipment as those items costing over $1000 and having a useful life of a year or more.

Expenditures for the acquisition of fixed assets or additions to fixed assets. They are expenditures for land or existing buildings; improvements of grounds; construction of buildings; additions to buildings; remodeling of buildings; initial equipment; additional equipment; and replacement of equipment. Lease purchase principal and interest with intent to acquire title must be treated as Capital Outlay. It is important to differentiate between Expenditure Object 6500, Capital Outlay and Function 2540, Operation and Maintenance of Plant. Capital Outlay is an expenditure object, or what is purchased. Using the multidimensional coding structure, Capital Outlay may be related to all functions and subject matter areas should it be so desired. For clarification of maintenance costs see Function 2540, Operation and Maintenance of Plant, and Expenditure Object 6332, Repairs and Maintenance. For improvement costs see Function 4000, Facilities Acquisition and Construction, and Expenditure Object 6521, Buildings, or Expenditure Object 6531, Improvements Other Than Buildings.

Attachment 2

APPLICATION FOR REIMBURSEMENT FOR CHILD CARE EXPENSE

NAME OF STUDENT/PARENT: ______________________________

NAME OF CHILD: ______________________________

AGE OF CHILD: ____________

CHILD CARE PROVIDER: ______________________________

ADDRESS: ______________________________

PHONE NUMBER: ______________________________

		CHILD'S ATTENDANCE IN DAY CARE	PARENT'S ATTENDANCE IN AEL CLASS		
date XX/XX	day of week	time in/time out *XX:XX—XX:XX*	time in/time out *XX:XX—XX:XX*	hours in attendance	travel time *(max 1 hour per day)*
	M				
	T				
	W				
	Th				
	F				
		My signature certifies that this child was under my care during the dates and times listed above for which I received the stated compensation. ____________________ $____________ child care provider signature compensation received	My signature certifies that this parent was in attendance during the dates and times listed above. ______________________________ AEL teacher signature		

HOURS *(add columns above)*		+
TOTAL HOURS *(class hours + travel time)*		
CHILD CARE COST PER HOUR		
REIMBURSEMENT REQUEST *(total hours x cost per hour)*		

Director approval: ____ Date: ________________

AEL TRANSPORTATION SUPPORT ASSISTANCE

GUIDANCE

Transportation assistance is an allowable supportive service for AEL students. The following guidelines are provided to assist in determining how best to provide this supportive service.

1. A student must have at least 12 hours of attendance before any form of transportation assistance is made available.

2. Programs must determine that a student is in need of such assistance in order to participate or continue participation in the program to be eligible to receive transportation assistance. Need is relative to the community but should be documented in the student folder.

3. Bus tokens/passes can be purchased that pay for a student to travel from a bus stop that is closest to the student's residence to the AEL class site.

4. If available, gas cards can be purchased from local gas stations and provided to eligible students. Programs could determine a gas card amount in a couple ways:

    a. A flat fee per day of attendance, e.g. if a student regularly attends 3 days a week, and the program has set $5 as a daily support payment, the student would receive a $15 card to pay for gas for the next week of attendance.

    b. Based on the distance from the student's residence to the AEL class site, the program pays so much per mile. The card amount is then determined and the card is provided to the student to pay for gas to attend the AEL class.

5. Transportation support services should be provided to students in small increments, e.g. an amount that covers a week's worth of attendance.

6. At no time should a student be given cash.

7. Any other form of transportation supportive assistance must have prior written approval from the state AEL office.

SEMI-ANNUAL CERTIFICATION

Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications are required to be prepared at least semi-annually.

I, ____, certify that 100% of my time has been spent
(Name and Title)

performing duties associated with ___________________________________ for the period of
(Federal Program)
_______________________________.

Employee Signature ______________________________________

Date ____________________

Supervisor Signature ______________________________________

Date ____________________

PERSONNEL ACTIVITY REPORT (PAR)

PERSONNEL ACTIVITY REPORT (PAR)

Name ______________________ **Title** ______________________ **Month** __________ **Year** __________

DIRECT TIME PROGRAM NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	**TOTAL HOURS**
																																0
																																0
																																0
																																0
																																0
																																0
																																0
																																0
																																0
																																0
																																0
																																0
SUBTOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
INDIRECT TIME																																
Annual Leave																																0
Comp Time Taken																																0
Sick Leave																																0
Holiday																																0
Training																																0
Other (Describe)																																0
SUBTOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTALS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

I certify that this PAR reflects the actual and total activity worked on the programs indicated above for the period stated.

____
Signature

____
Date

POST-SECONDARY TIME AND EFFORT REPORT

INSTITUTION NAME
TIME AND EFFORT REPORT

EMPLOYEE NAME:		**FISCAL YEAR:**	
TITLE:		**REPORT PERIOD:**	

BUDGETED PAYROLL DISTRIBUTION FOR REPORT PERIOD		**ACTUAL EFFORT DISTRIBUTION FOR REPORT PERIOD**	
GRANT/FUNDING SOURCE	**PERCENTAGES**	**GRANT/FUNDING SOURCE**	**PERCENTAGES**
	100%		**100%**
TO BE COMPLETED BY EMPLOYEE, SUPERVISOR, OR RESPONSIBLE OFFICAL		**EXPLANATION AS NECESSARY**	
If the percentages of actual effort distribution for any grant or funding source differ from the budgeted payroll distribution, please make the corrections before certifying below.			
CONFIRMATION BY			
☐Employee ☐Supervisor ☐Responsible Official			
I certify that this report represents a reasonable estimate of the actual effort expended on each grant or funding source as listed above for the period covered by this report.			

Signature	Title	Date
Signature	Title	Date

Attachment 7

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF ADULT LEARNING AND REHABILITATION SERVICES

PRE-CERTIFICATION WORKSHOP PRE- AND POST-WORKSHOP ACTIVITIES FOR ADULT EDUCATION AND LITERACY (AEL) TEACHERS

TEACHER'S NAME	EDUCATOR ID NUMBER
PROGRAM	HIRE/START DATE

INSTRUCTIONS

Complete this form if you are applying for Adult Education and Literacy (AEL) teacher certification.

Email the completed form to the Department of Elementary and Secondary Education (DESE) within 30 days of the pre-certification workshop: ael@dese.mo.gov

QUESTIONS? Contact AEL at 573-751-1249

PRE-WORKSHOP ACTIVITIES

PRE-WORKSHOP ACTIVITIES	DATE COMPLETED	APPROVED BY AUTHORIZED STAFF
If administering pre- or post-tests, must complete TABE online training and/or CLAS-E training certification (requirements found at ael.mo.gov under professional development), whichever is applicable		
Mentor assigned		
Sign-in sheets and enrollment procedures explained		
Student confidentiality and record process (Family Educational Rights and Privacy Act and Health Insurance Privacy and Portability Act) reviewed		
Teacher meets with mentor		
Certification requirements explained (professional development hours, documentation, etc.; see "Directors Checklist of new AEL Teachers")		
Teacher observes an AEL class (preferably mentor's class)		
PRE-CERTIFICATION WORKSHOP		
Attend Pre-Certification Workshop (PCW)		
POST-WORKSHOP ACTIVITIES		
Lesson taught, observed and evaluated		
Assessment Policies (including post-testing) reviewed		
Guidance provided on how to best use instructional materials		

Attachment 7

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION OFFICE OF ADULT LEARNING AND REHABILITATION SERVICES

PRE-CERTIFICATION WORKSHOP PRE- AND POST-WORKSHOP ACTIVITIES FOR ADULT EDUCATION AND LITERACY (AEL) DIRECTORS

DIRECTOR'S NAME	EDUCATOR ID NUMBER
PROGRAM	HIRE/START DATE

INSTRUCTIONS

Complete this form if you are applying for Adult Education and Literacy (AEL) teacher certification.

Email the completed form to the Department of Elementary and Secondary Education (DESE) within 60 days of the pre-certification workshop: ael@dese.mo.gov

QUESTIONS? Contact AEL at 573-751-1249

PRE-WORKSHOP ACTIVITIES

PRE-WORKSHOP ACTIVITES	DATE COMPLETED	APPROVED BY MENTOR
Access and become familiar with AEL New Director's Getting Started Checklist		
Apply for access to DESE Web Applications System for Certification; Contact DESE-AEL to get LACES access		
Complete online DESE Application for Certification		
Register to attend Pre-Certification Workshop (PCW)		
Complete online TABE; If program has English Language Learner (ELL) students, view CLAS-E DVD; If administering pre- or post-tests, follow certification/training guidelines for CLAS-E		
Read and become familiar with MO AEL Director's Guide		
Read and become familiar with local program's current grant and contract		
Meet with mentor (see Getting Started checklist on AEL website for topics)		
PRE-CERTIFICATION WORKSHOP		
Attend Pre-Certification Workshop (PCW)		
PRE- OR POST-WORKSHOP ACTIVITIES		
Visit and observe an AEL program, including orientation session		

Attachment 8

AEL EDUCATIONAL FUNCTIONING LEVEL TABLE

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Beginning ABE Literacy ***Test Benchmark:*** **TABE(11–12) Scale scores (grade level 0–1):** Reading: 300–441 Mathematics: 300–448 Language: 300–457	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education ***Test Benchmark:*** **TABE (11–12) scale scores (grade level 2–3):** Reading: 442–500 Mathematics: 449–495 Language: 458–510	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
TABE = Test of Adult Basic Education

Attachment 8

AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Low Intermediate Basic Education ***Test Benchmark:*** **TABE (11–12) scale scores (grade level 4–5):** Reading: 501–535 Mathematics: 496–536 Language: 511–546	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.
High Intermediate Basic Education ***Test Benchmark:*** **TABE (11–12) scale scores (grade level 6–8):** Reading: 536–575 Mathematics: 537–595 Language: 547–583	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
TABE = Test of Adult Basic Education

Attachment 8

AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT SECONDARY EDUCATION LEVELS			
Literacy Level	**Basic Reading and Writing**	**Numeracy Skills**	**Functional and Workplace Skills**
Low Adult Secondary Education ***Test Benchmark:*** **TABE (11–12) scale scores (grade level 9–10):** Reading: 576–616 Mathematics: 596–656 Language: 584–630	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
High Adult Secondary Education ***Test Benchmark:*** **TABE (11–12) scale scores (grade level 11–12):** Reading: 617–800 Mathematics: 657–800 Language: 631–800	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
TABE = Test of Adult Basic Education

Attachment 8

AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
Beginning ESL Literacy ***Test Benchmark:*** CASAS Scale Scores Reading 180 and Below CLAS-E scale scores Reading: 250-392 Writing: 200-396 Listening: 230-389 Speaking: 230-425	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Low Beginning ESL ***Test benchmark:*** CASAS Scale Scores Reading 181-190 CLAS-E scale scores Reading: 393-436 Writing: 397-445 Listening: 390-437 Speaking: 426-460	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
CLAS-E = Complete Language Assessment System--English

Attachment 8

AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
High Beginning ESL ***Test benchmark:*** CASAS Scale Scores Reading 191-200 CLAS-E scale scores Reading: 437-476 Writing: 446-488 Listening: 438-468 Speaking: 461-501	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
Low Intermediate ESL ***Test Benchmark:*** CASAS Scale Scores Reading 201-202 CLAS-E scale scores Reading: 477-508 Writing: 489-520 Listening: 469-514 Speaking: 502-536	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
CLAS-E = Complete Language Assessment System--English

Attachment 8

AEL Educational Functioning Level Table

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH AS A SECOND LANGUAGE LEVELS			
Literacy Level	**Listening and Speaking**	**Basic Reading and Writing**	**Functional and Workplace Skills**
High Intermediate ESL ***Test Benchmark:*** CLAS-E scale scores Reading: 509-557 Writing: 521-555 Listening: 515-549 Speaking: 537-567	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
Advanced ESL ***Test Benchmark:*** CLAS-E scale scores Reading: 558-588 Writing: 556-612 Listening: 550-607 Speaking: 568-594	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.
CLAS-E = Complete Language Assessment System--English

Supplemental Data Follow-Up Survey Policy

The process for collecting follow-up data for exited individuals with no Social Security numbers involves conducting surveys quarterly. **Doing a survey is not required,** but local programs may conduct surveys to secure more data on exited participants that would not have been obtained otherwise. The survey may be administered in a number of ways, such as a phone call, mail-out survey, email, etc., all which must be documented. These surveys should begin at the beginning of the month following the quarter for which the survey data is being collected and should be completed within six weeks, if possible. The time lag to contact participants after they exit the program, however, should be as short as possible. The longer the time lag is, the greater the likelihood of a lower response.
The process for conducting a follow-up survey is as follows:

1. **Determine the time period covered in the survey**. Using the table on the next page, determine the time period for which credential/employment/earnings data will be gathered.

2. **Obtain participants and contact information from LACES**. After determining the time period for which you are going to survey students (Step 1), find the participants in LACES, along with their LACES Student Identification Number and contact information. The instructions on how to identify these students can be found in Document A.

3. **Identify/develop your survey instrument**. Document B contains a sample phone survey that programs may use, or they can adapt it to create a mail-out survey or an email survey to fit the needs of their program. If a phone survey is used, it is helpful if it is administered by staff that is thoroughly familiar with all of the questions and necessary procedures for conducting the survey. Training information for phone survey workers can be found in Document C. Any modified survey(s) would need to contain all of the essential information contained in the model survey in order to obtain the required data.

4. **Conduct the survey**. Make sure that the survey is conducted according to the time frames outlined in the table found on the next page. Ensure that you have necessary documentation for each survey. For example, for a mail-out survey, this could be a signature, for an email survey, this could be a copy of the returned email, and for a phone survey, this could be a phone log (Document D), etc.

5. **Report data to the State on a spreadsheet (Attachment E)**. Each local program that conducts a survey must report survey outcomes to the state. This will be included in the federal NRS reports. You may also provide credential information on Document E for those students you know received a credential (even if you have their Social Security Number). It must be appropriately documented.

Attachment 9

Quarterly Periods for Collecting Employment/Earnings

	2nd Quarter		4th Quarter	
Exit Quarter	**Months for Which Survey Is Conducted**	**When to Contact Participants**	**Months for Which Survey Is Conducted**	**When to Contact Participants**
July, 2017 through September, 2017	January, 2018 through March, 2018	April, 2018	July, 2018 through September, 2018	October, 2018
October, 2017 through December, 2017	April, 2018 through June, 2018	July, 2018	October, 2018 through December, 2018	January, 2019
January, 2018 through March, 2018	July, 2018 through September, 2018	October, 2018	January, 2019 through March, 2019	April, 2019
April, 2018 through June, 2018	October, 2018 through December, 2018	January, 2019	April, 2019 through June, 2019	July, 2019

****Post-Secondary information can be collected for the time period from exit up through one year beyond exit.***

Attachment 9

Document A

Instructions for Identifying Follow-Up Survey Participants in LACES

1. On your main student screen, click on “Searches” (light blue, small, on the top left of the table of students). Go to Demographics, and find “SSN Not Entered”, and click on “Add”. This identifies all of your students with no SSN number. Close the Searches window by clicking on that word again.

2. Next, locate the “Overall Status” field. Type “Exited” in the box at the top of the field, and then click on the picture of the funnel and select “Is Equal To”. This narrows your students down even further to those students with no SSN who have exited the program up to this point.

3. Find “View” (light blue, small, in the top left corner). In the drop-down menu, select “Open View Manager.” This opens another window. Click on “Copy” at the bottom and give this “view” a name---(you may want to name it something like, “Exit Date”). Find the rectangle with all of the “Available Fields” and scroll down until you get to “Exit Date”. Click on that and then click the green box that says “Add”. Click “Save” at the bottom right. This takes you back to your main screen, and it should have a field with the students’ exit dates listed. *Note: next time you need to display students’ left dates on the main screen, you will be able to click on “View”, select it under the name you gave it, and it will automatically add that column to your screen again.*

4. Now your screen should have listed all of the students in your program who have no Social Security Number who have exited with their exit dates. You now need to narrow it down to a 3 month period (a quarter). For example, if you want to display all of the students who exited between October 1-December 31, 2017. do this:

   - In the box at the top of the “Exit Date” column, type 10/1/2017.
   - Click on the funnel and select “Greater than or equal to”. (This gives you all students who exited after and including 10/1/2017)
   - In the box at the top of the “Exit Date” column, now type 12/31/2017.
   - Click on the funnel and select “Less than or equal to”. When it asks if you want to add this criteria to search tile or replace it, be sure to select “Add”.

   This should now display all students with no Social Security Numbers who have exited your program between 10/1/2017 and 12/31/2017.

5. You may print this information by finding “Export” at the top of the screen to the right and selecting “CSV”. Click on “Open” and print.

Document B-1: Sample Follow-Up Survey for Credential/Employment/Earnings Outcome Measures for 2nd Quarter

Exited Student's Name: ______________________ **Months for which survey is being conducted:** ________________

Hello. My name is ______________________. I work for ____________________. We're contacting people who have recently attended our classes at our adult education programs to find out what happens to them after they leave us. We also want to know how adult education classes have affected you, your family, and your job.

It should take no longer than 10 minutes to answer my questions. Do you have time now for me to ask these questions? *(Reassure the respondent that any information provided will be not be shared with anyone outside the program).* First, I'd like to make sure I have the correct information about the class you took.

Program Enrollment

A-1 I understand that you were in (TEACHER'S Name)'s class at (LOCATION). Is that correct?

- ○ Yes
- ○ No (Obtain correct information)

Post-Secondary Credential

B-1 Other than our Adult Education classes, have you enrolled in any educational or training programs?

- ○ No [Proceed to question C-1]
- ○ Refused
- ○ Yes

B-2 Where were you or are you enrolled? ____

B-3 When did you start? Month: ______________________ Year: ___________

B-4 Did you receive any diplomas, certificates, or degrees while you were taking this class?

- ○ No [Proceed to question C-1]
- ○ Refused [Proceed to question C-1]
- ○ Yes

B-5 What type of diploma/certificate/degree did you receive? (Do not read choices to respondent. Check all that apply.)

- ○ HiSet High school equivalency
- ○ Post-secondary credential or certificate
- ○ Associate's Degree
- ○ Bachelor's Degree
- ○ Certificate of Competence
- ○ Other____________________
- ○ Don't Know/Refused

Date credential received: __________________

Employment and Earnings

Months for which 2nd Quarter Employment/Earnings are being collected (based on table from page 2):

________________ to ________________

C-1 I'm going to ask you some personal questions regarding your income. If you could answer these questions, it would really help our program continue to provide services to other students. This information will not be shared with anyone outside of this program. Are you okay with this?

- ○ No [End of Survey]
- ○ Refused [End of Survey]
- ○ Yes

C-2 Were you employed during the months of _____________ to ______________?

Yes_____ No_____

If yes, how many weeks were you employed during that time period? _____

Place of employment: ___________________________

C-3 *Use the appropriate section below to figure total wages for this three-month period; then write the total on the line at the bottom of the page.*

To Calculate Pay Based on hourly wage: $ ________ per hour

How many hours per week did you work during this three month period? ______

Figure Total Pay: _________ x _________ x 13 = _________
(Hourly Wage) (#Hours per Week) (Weeks per quarter) (Total Pay for Quarter)

To Calculate Pay Based on weekly wage: $ ________ per week

Figure Total Pay: ___________ x 13 **=** ___________
(Pay for 1 week) (Weeks per quarter) (Total Pay for Quarter)

To Calculate Pay Based on monthly wage: $ ________ per month

Figure Total Pay: ___________ x 3 **=** ___________________
(Pay for 1 month) (Months per quarter) (Total Pay for Quarter)

To Calculate Pay Based on yearly wage: $ ______________ per year

Figure Total Pay: _______________ ÷ 4 = ___________
(Pay for 1 year) (Quarters per year) (Total Pay for Quarter)

$ ______________ Total Earnings for Quarter

Document B-2: Sample Follow-Up Survey for Credential and Employment Outcome Measures for 4th Quarter

Exited Student's Name: ______________________ Months for which survey is being conducted: ________________

Hello. My name is ______________________. I work for ____________________. We're contacting people who have recently attended our classes at our adult education programs to find out what happens to them after they leave us. We also want to know how adult education classes have affected you, your family, and your job.

It should take no longer than 10 minutes to answer my questions. Do you have time now for me to ask these questions? *(Reassure the respondent that any information provided will be not be shared with anyone outside the program).* First, I'd like to make sure I have the correct information about the class you took.

Program Enrollment

A-1 I understand that you were in (TEACHER'S Name)'s class at (LOCATION). Is that correct?

- ○ Yes
- ○ No (Obtain correct information)

Post-Secondary Credential

B-1 Other than our Adult Education classes, have you enrolled in any educational or training programs?

- ○ No [Proceed to question C-1]
- ○ Refused
- ○ Yes

B-2 Where were you or are you enrolled? ____

B-3 When did you start? Month: ______________________ Year: ____________

B-4 Did you receive any diplomas, certificates, or degrees while you were taking this class?

- ○ No [Proceed to question C-1]
- ○ Refused [Proceed to question C-1]

○ Yes

B-5 What type of diploma/certificate/degree did you receive? (Do not read choices to respondent. Check all that apply.)

○ HiSet High school equivalency
○ Post-secondary credential or certificate
○ Associate's Degree
○ Bachelor's Degree
○ Certificate of Competence
○ Other______________________
○ Don't Know/Refused

Date credential received: ____________________

Employment

C-1 Were you employed during the months of _______________ to ________________?

Yes_____ No_____

Place of employment: ____

Document C: Training for Telephone Interviewers

To collect valid and reliable data, it is helpful for interviewers to be thoroughly familiar with both the process of interviewing and the materials to be used for collecting data.

Guidelines to help minimize survey error and to be conveyed to the interviewers during their training:

1. The interviewing process should be standardized. To ensure that this occurs, interviewers should read the questions exactly as written and follow the instructions on the survey instrument.
2. Interviewers should avoid biasing answers by not showing criticism, surprise, approval, disapproval, and/or annoyance at a response, recording answers promptly and accurately, and probing for clarification when necessary.
3. Interviews should be completed in the time promised to the respondents. The interview is designed to take about 10 minutes.
4. Interviewers must be familiar with the material, including the meaning of individual questions and the definitions of words and phrases contained in the survey instrument.
5. Administrative issues should be attended to as soon as possible, including making a record of calls made, if nobody answered, or if a message was left.
6. Interviewers should have an understanding of the purpose and structure of the NRS.

<u>Conducting the training</u>

There are a few techniques that will make the training more meaningful, and thus make the data collected more useful and comparable between participants, local programs and within the state. Some of the more effective ones are:

- **Going over the survey protocol question-by-question.** This will give interviewers a familiarity with the questions and answers they are likely to get during their telephone calls. It will also allow them to become comfortable with the decisions that must be made as the interview begins.
- **Conducting mock interviews with adult education office staff or teachers.** This simulates real-world conditions, giving interviewers valuable practice on how to conduct interviews. It also allows adult education office staff to identify issues that were not made clear earlier in the training process and to identify problems with the data collection procedures in place.
- **Conducting a mini-pilot test with a few participants.** This activity will identify previously unconsidered issues and provide the most realistic training for the interviewers. It is an excellent last step prior to officially collecting follow-up data.

<u>Accommodation for Other Languages</u>

As many local programs serve ESL participants and other non-native English speakers, interviewers are likely to encounter a language barrier during the survey process. Every effort must be taken to collect information from all non-English speakers. Accomplishing this may require the program to translate the survey and use interviewers who are fluent in the languages that may be encountered during the interviews.

DEALING WITH POTENTIAL BARRIERS TO INTERVIEW SUCCESS

When the Participant Cannot Be Reached Immediately

Reaching a family member or other person

- Leave a message. The message should be as follows: Interviewer's name and where interviewer is from (name of program). Contacting in reference to the adult education program the person attended. Interviewer will try contacting participant another time.
- Ask a few questions: 1) When is the participant expected back? 2) What and when is the best way to reach her/him?
- Wait for no more than two days between attempts, and call at a different time of day. If multiple messages (more than 3 or 4) have been left, but the participant has not been contacted, the participant should be officially listed as a non-respondent on the follow-up contact log.

Reaching voice mail or an answering machine

- Leave a message. The message should be as follows:
    1. Interviewer name and where interviewer is from (name of program)
    2. Calling in reference to the adult education program the person attended
    3. Interviewer will call back at another time
- Wait for no more than two days between callbacks and call at a different time of day. If multiple messages (more than 3 or 4) have been left, but the participant has not been contacted, the participant should be officially listed as a non-respondent on the follow-up contact log.

Reaching a non-working number or a number that just rings.

- Non-working numbers should be noted on the follow-up contact log as not working.
- If the number just rings, the day and time the interviewer called should be noted on the log sheet, and the participant should be called at a different time. If multiple calls (more than 3 or 4) have been made at different times of the day and there is still no answer, the participant should be officially listed as a non-respondent on the log sheet. The interviewer should also check to see if Alternative Contact information had been collected for the participant and then try those phone number(s) before listing the participant as a non-respondent.

Dealing with Refusals – The goal of telephone interviews is to obtain information from all the people contacted. Some interviewees may be initially reluctant to participate in the survey. The interviewer should try to "convert" refusals whenever possible; interviewers should never become belligerent or upset or insist that a person complete the survey. The best way to handle a refusal is for interviewers to present themselves as confident and proud of the work they are doing. The interviewer should indicate that this survey is an important way of providing information to the programs so that they can continue to provide needed services to other learners.

There are several points in the interview when callers may encounter refusals or reluctance. The following examples provide ways to handle some of these:

> **Initial refusal.** When participants are first reached, they may not be prepared to speak with the interviewer. They may be very busy. If this is the case, ask about the timing: I'm sorry we reached you at a bad time. When might be a more convenient time to reach you? If the participant has been reached, but absolutely refuses to participate, this should be recorded on the contact log.

Condition-based refusal. Adult participants who are contacted may be confused or wary about how the information collected in the interview will be used. For this reason, they may refuse to take part in the interview.

- If the participant wants to know why the survey is being conducted, the interviewer should explain the purpose of the study, emphasizing that the information collected has important implications for the local adult education program he or she attended.
- If the participant wants to know how their information will be used, the interviewer should assure the participant that the data will be used to determine how well adult education programs are performing and to improve program services. Further, all of the answers that the participant gives will not be shared with anyone outside the program, and that no names or other identifying information will be associated with their answers. Participants should also be assured that all exited adult education participants are being contacted.

Time or burden-based refusal. This type of refusal can occur early in the interview, or at a later point. Interviewees may be pressed for time and may try to terminate the interview. If this is the case:

- The interviewer should point out that the survey will only take 5 to 10 minutes, acknowledge that the participant's time is very important, and tell them that their responses to the survey questions would be very helpful.
- If the respondent is still reluctant, it may be helpful to ask if there might be a better time to contact the respondent.

If none of these strategies are successful, the interviewer should NOT try to persuade the adult participant further. The participant should be thanked for their patience, and told that the caller appreciates all the demands on their time. The interviewer should then note this on the participant's follow-up survey and indicate the non-response on the contact log.

<u>Procedures to Improve Response Rate</u>

Since many adult education participants are transient and may not have telephones or are otherwise difficult to locate, it may be hard to locate them after exit from the program. Programs are allowed to use whichever method of obtaining the information from the survey that they think is best for their group of participants based upon their population, as long as it is documented.

To help improve the response rate, it can be helpful to inform participants at program entry that they may be contacted later and asked about their outcomes. At this time extensive contact information can be collected, such as addresses and phone numbers of relatives or others who may know the participant's whereabouts over time. In addition, participants should be encouraged to provide new addresses and phone numbers when they move. These procedures can greatly assist in locating the individual months later when the survey is conducted.

Attachment 9

Document D: Participant Follow-Up Contact Log

Interviewer's Name: ________________________

Date/Time	Name	Person contacted/nature of conversation, messages left, refusal, etc.	Status (interview completed, scheduled call-back)

Attachment 9

Document E

Supplemental Data Spreadsheet

Program Name:____ **Attachment E**

Student Name	Student ID #	Did student enroll in an educational or training program?	If yes, when?	Did student receive a diploma, certificate, or degree ?	If yes, when	Type of diploma/certificate/ degree	Employed 2nd Qtr after exit?	If yes, 2nd Qtr wages?	Employed 4th Qtr after exit?

LACES Account Creation

PERSONS WITH ACCESS TO YOUR DATABASE MAY BE ASSIGNED THESE PERMISSION BASED-ROLES.

Agency System Administrator	Person with this role: ● Has access to the dashboard area only; may set dashboard widgets but is not allowed to drilldown. ● Is allowed to create user accounts. ● Is allowed to manage/edit existing user accounts including: o resend activation links o inactivate accounts o assign a different role to an account o unlock locked accounts Only one person in your agency should be assigned this role. **This person may also be assigned Agency Full Access or Agency Read Only in addition to the Agency System Administrator role.**
Agency Full Access	Persons with this role: ● Have access to **all** areas of the database. ● Are allowed to enter, edit, and delete records at all areas.
Agency Read Only	Persons with this role: ● Have read only access to all areas of the database. Toolbar icons that allow data entry are not available with this role.
Teacher I	Persons with this role: ● Must first be entered as a *staff at the Staff area and be assigned to classes and/or workshops. ● Have access to only their assigned classes and workshops. ● **May** add and edit hours and comments in their assigned classes and workshops. ● **May not** complete students in their assigned classes and workshops. ● **May not** edit the enrollment records for students in their assigned classes and workshops. ● **May not** delete.
Teacher II	Persons with this role: ● Must first be entered as a *staff at the Staff area and be assigned to classes and/or workshops. ● Have access to only their assigned classes and workshops. ● **May** add and edit hours and comments in their assigned classes and workshops.

	• **<u>May</u>** complete students in their assigned classes and workshops. • **<u>May</u>** edit the enrollment records for students in their assigned classes and workshops. • **<u>May not</u>** delete.
Teacher III	Persons with this role: • Must first be entered as a *staff at the Staff area and be assigned to classes and/or workshops. • Have access to only their assigned classes and workshops. • **May** add and edit hours and comments in their assigned classes and workshops. • **May** complete students in their assigned classes and workshops. • **May** edit the enrollment records for students in their assigned classes and workshops. • Delete Students and Instructors from their assigned classes. ○ if he deletes himself then he would no longer have access to that class and someone would have to re-assign him to the class if he still needs access. • Delete student hours and staff hours in their assigned classes. • Have Read-only access to in the Student area for students enrolled in their assigned classes.
Tutor	Persons with this role: • Must first be entered as a *tutor at the Tutor area and be assigned to groups and/or matched in pairs. • Have access to only their assigned groups and pairs. • **<u>May</u>** add and edit hours and comments in their assigned groups and pairs. • **<u>May</u>** complete students in their assigned groups. • **<u>May</u>** dissolve or activate their assigned pairs. • **<u>May</u>** edit the enrollment records for students in their assigned groups. • **<u>May not</u>** delete.
	*Persons who are entered as a staff and a tutor may be assigned a teacher role *and* the tutor role in order to see all of their assignments.

Data Entry Clerk I	Persons with this role: ● **<u>May</u>** add and edit all records. ● **<u>May not</u>** delete.
	● Does not see the All areas.
Data Entry Clerk II	Persons with this role: ● May add and edit all records. ● May delete. ● Does not see the All areas.
Data Entry Clerk III	Persons with this role: ● Only has access to the Student and Dashboard area ● May add and edit student records. ● May not delete.

<u>Create New User Accounts</u>

1. Sign in as Agency System Administrator.
2. Click the Profile icon. 
3. Select Account Manager from the dropdown list.
4. Click +Add New Account.
5. Enter the required fields.
    a. Account names must be unique.
    b. Email addresses may only be associated with one account.
6. Save and Return.
7. Open the account record.
8. The role <Agency name> Agency role will be added automatically. *This role establishes the account as part of the agency, and by itself has no permissions assigned.*
9. Click the Assign button at the Roles tab.
10. Check the row for the client and agency name at Agency Access. (Client refers to your state.)
11. Check the Role Assignment to be assigned to the new user account.
12. Click the Assign button.

A link will be sent to the email address associated with the new account with an activation link to set a password and security question. This link is only active for 7 days. If the account was not activated, the Agency System Administrator may resend the activation link.

<u>MAP TO PERSON</u>

New accounts that haves been assigned the Teacher I, Teacher II, or Tutor role must be mapped to the appropriate person record. ***All other roles are not mapped.***

1. Open the account record.

2. Click the Account Details tab.
3. Click Map to Person.
4. Select the person to map to the account. (Only one person can be mapped to an account.)
5. Click the Map Person button.

TEACHER I, TEACHER II, AND TUTOR ROLES

Before creating accounts with the Teacher I, Teacher II, or Tutor roles, a person with a full access account must first:

1. Enter student records.
2. Enter staff and/or tutor records.
3. Enter class, group, and workshop records.
4. Enroll students into the applicable class, group, and workshops.
5. Assign the staff member to the applicable classes and workshops.
6. Assign the tutor to the applicable groups.
7. Create the tutor/student pair records.

Multiple staff members may be assigned to a class and workshop, and multiple tutors may be assigned to a group. The Teacher I, Teacher II, and Tutor accounts may view all assigned instructors and add hours for all assigned instructors.

RESEND THE ACTIVATION LINK TO AN EXISTING USER ACCOUNT

1. Open the account record.
2. Select the Account Details tab.
3. Click the link 'Resend Activation link for this account.'

INACTIVATE ACCOUNTS FOR PERSONS NO LONGER WITH YOUR AGENCY

1. Sign in as Agency System Administrator.
2. Click the Profile icon. 
3. Select Account Manager from the dropdown list.
4. Open the account record.
5. Click the Account Details tab.
6. Change Account Status to Inactive.
7. ***Optional*:** Remove mapping if the account is mapped to a staff or tutor record.
8. Save.

ASSIGN A DIFFERENT ROLE TO AN EXISTING ACCOUNT

1. Sign in as Agency System Administrator.

2. Click the Profile icon. 
3. Select Account Manager from the dropdown list.
4. Open the account record.
5. At the Roles tab, delete the role that is no longer applicable by clicking the delete icon.
    a. Do not delete the <Agency name> Agency User role. Doing so will remove the account name from the list. If this happens, contact tech support to restore the account name to the account manager grid.
6. Click the Assign button.
7. Check the row for the client and agency name at Agency Access. (Client refers to your state.)
8. Check the Role Assignment to be assigned to the account.
9. Click the Assign button.

UNLOCK LOCKED ACCOUNT

1. Sign in as Agency System Administrator.
2. Click the Profile icon. 
3. Select Account Manager from the dropdown list.
4. Open the account record.
5. Click the Account Details tab.
6. Change Account Status from Locked to Active.

Policy Regarding Serving Students Who Make No Gain (Applies to Non-DOC ABE/ASE Students)

Local programs may create a local policy for non-DOC ABE/ASE students who attend their AEL program and after a period of time (see below) do not make academic gain. For those programs who choose to create a policy, the policy is to follow these guidelines:

- For non-DOC ABE/ASE students who do not make an NRS level gain within 80 hours of instruction between pre- and post-testing, the student must meet with local program staff (determined by local program) to create an action plan for the student. As part of the plan, the student will be given another 40 hours of instruction to make NRS level gain. If no gain is achieved, the student is exited from the program.

- This action plan is to be signed by the student and program staff.

- If the ABE/ASE student has a disability requiring an accommodation, that student must have been provided the accommodation in order for this policy to apply. And if after 80 instructional hours with an accommodation and the student has made no gain, when creating the “action plan” for this student, the program may want to consider an alternative accommodation, if appropriate, for the additional 40 hours.

- The student may be referred to more appropriate services within the community.

- If the student has been exited from the program for not making gain, the student is allowed to return at some future date to the program. “Some future date” is to be determined by the program.

- The local program may also include in their policy a “three strikes and you’re out” policy – meaning that if the student has come 3 separate times without attending at least 30 – 40 hours and taking a post-test, the program can decide that AEL is not appropriate for this person.

- The local policy must be in writing and applied consistently to all non-DOC ABE/ASE students.

- The local policy must be presented during orientation to all students so they are made aware of the policy.

- The local policy must be approved by your agency’s administration/legal counsel.

EARLY/HYBRID STUDENT POST-TEST DOCUMENTATION

Student name: ____

Class: ______________________________

Date of enrollment: ______________________________

Test date: ______________________________

Hours at testing in LACES are less than the required hours of instruction; however, an early post-test was given because:

☐ a. Student is exiting the program and therefore is post-testing before minimum hours of instruction

☐ b. Student demonstrates mastery of appropriate objectives prior to minimum hours of instruction. Documentation of mastery is required to be attached to this sheet. This may include any information assessment such as classroom work, assignments, homework, quizzes, etc.

Hours at testing in LACES appear less than the required hours of instruction; however for the hybrid/co-enrolled student:

☐ a. Student has met minimum required hours by being co-enrolled with MOLearns or another program.

______________	___________	+	_______________	=	_____________
Program Name (MOLearns or Other Program)	External Hours		Your Class Hours		Total Hours

IET Program Review

What is the overall scope of the IET program?

- When [date] does the program begin?
- When [date] does the program end?
- How many weeks, months, semesters, etc. does it take to complete the IET? *Example – Phlebotomy IET starts September 2018 and ends May 2019*

What is the intensity of the IET program?

- How many types of classes comprise the IET program? Example:
    - *4 Phlebotomy classes-1 Fall Semester, 3 Spring Semester;*
    - *"Phlebotomy-ELL" Class Throughout*
    - *"Phlebotomy-Workforce Prep" Class Throughout*

EXAMPLE			
Syllabus that all instructors create together:			
	Occupational Skills	AEL Skills*	Workforce Prep Skills*
Week 1			
Week 2			
Etc.			
*AEL Skills and Workforce Prep Skills must learn in context of the occupational skills			

- How many sessions is each class that comprises the IET program? *Ex- This week you meet for 1 WP session, 3 ELL sessions, 3 Phlebotomy sessions*
- What is the duration/length of each session? *How many hours is each during the duration of the IET. How many hours total Phlebotomy, ELL, WP*

What specifically is each of the three required components comprised of?

- What adult education and literacy activity is included in the IET?
- Which workforce preparation activities are included in the IET?
- What occupational training is included in the IET?
    - What occupation(s) or sectors can IET completers qualify for?
    - What career pathway(s) is the IET program a part of?

  What is the "job" at the end of occupational training? Must be able to answer this to be an "IET"?

How do the three required components occur simultaneously within the overall scope of the IET program?

- Do the three required components vary in intensity throughout the overall scope of the IET program?

EXAMPLE			
Component	September	Mid-Point	May
AEL	85%	45%	10%
Occupational	10%	50%	85%
Workforce Prep	5%	5%	5%

  - What specific adult education and literacy content is taught during week one of the IET program? At the end of the IET program? At a mid-point or interim point of the IET program?
  - What specific workforce preparation activities are taught during week one of the IET program? At the end of the IET program? At a mid-point or interim point of the IET program?
  - What specific occupational training knowledge, skills or abilities is presented during week one of the IET program? At the end of the IET program? At a mid-point or interim point of the IET program?

- How do the three required components function cooperatively throughout the overall scope of the IET?
  - If the IET is provided by more than one instructor/trainer, how does these staff collaborate?

What occupationally relevant instructional materials are used in the IET program?

Which of the State's adult education content standards are reflected in the IET program?

Job Center Referral Form

Student Name:	Age 25 or above	
	Age 24 or below	

Adult Education and Literacy (AEL) Program

Date Referred to Job Center:
AEL Program:
AEL Program Contact:
Address:
Email:
Phone Number:

Job Center Information

Date Student is to Visit the Job Center:
Job Center:
Address:
Contact Name:
Phone Number:

Reason for Referral

Child Care		Training/Education/Tuition Assist.	
Child Support		Transportation	
Employment		Work Ready Skills	
Health Care/Medical Assistance		Workshops	
Housing		Other:	
Income Assistance/Food Stamps			

Notes:

Attachment 15

Tiered Monitoring Cohort List

Cohort #1	Cohort #2	Cohort #3
Department of Corrections North Kansas City Jefferson City Independence/Don Bosco Joplin Schools State Fair Community College Moberly Area Community College Camdenton R-III Nevada R-V MO Learns	Columbia 93 St. Joseph Cape Girardeau 63 Macon Co. R-1 Maryville R-II North St. Francois Co. R-I University City St. Louis City Ozark Technical College	Waynesville Parkway C-2 Ritenour St. Louis Community College-Meramec East Central College, Union St. Charles Community College Jefferson College MSU- West Plains Carthage R–IX Crowder College

Attachment 15

DESE Tiered Monitoring Schedule

Task	2018-2019	2019-2020	2020-2021	2021-2022
Desk Review	Cohorts 1, 2, 3	Cohorts 1, 2, 3	Cohorts 1, 2, 3	Cohorts 1, 2, 3
On-Site Review/ Self-Assessment	Cohort 1	Cohort 2	Cohort 3	Cohort 1

Attachment 16

Missouri Adult Education and Literacy
Onsite Review: Fiscal Year 2019

Program:

		Requirement Met? Yes	No	N/A
1.	**GENERAL REQUIREMENTS**			
1.	Only eligible students are being served. Program has verification documents (e.g. transcripts, drop out documentation, court-referral, etc.) on file for enrolled students under 21.	☐	☐	☐
2.	The requirements of the Americans with Disabilities Act of 1990 as amended are being met.	☐	☐	☐
3.	What is the program doing to serve individuals in the community in need of literacy services?	☐	☐	☐

2.	**FISCAL MANAGEMENT REQUIREMENTS**			
1.	The program's accounting system tracks year-to-date (YTD) expenses by line item, and the line item YTD expenses reported to DESE match the YTD expenses of the host agency's accounting system.	☐	☐	☐
2.	Using the most recent expenditure report submitted to state AEL office, the monthly, quarterly and year-to-date (YTD) expenses can be tied directly back to the host agency's accounting system.	☐	☐	☐
3.	The program has documentation that supports all expenses reported to the state AEL office, e.g. payroll, travel, supplies, etc.	☐	☐	☐
4.	All the expenses reported are allowable and are directly attributable to the AEL program, and are reported in the correct category.	☐	☐	☐
5.	The host agency financial staff is familiar with the Code of Federal Regulation's Uniform Grant Guidance (UGG) and EDGAAR.	☐	☐	☐
6.	The program is in compliance with the state requirement that no funds be used for rent or lease payments. The program may use AEL funds to pay for cost (i.e. rent) associated with co-location at Job Centers.	☐	☐	☐
7.	For "salaried" staff who spend 100% of their time on AEL Admin or spend 100% of their time on AEL Instruction, and paid with AEL funds, the program must keep at a minimum semi-annual certifications for those staff members.	☐	☐	☐
8.	For "salaried" staff who work on more than one program (e.g. AEL and Community Education) or cost objective (e.g. instruction and administration) and are paid with AEL funds, the program keeps time sheets (PAR reports if an LEA) for those staff. The timesheets show how the staff's time is allocated to the different programs or cost objectives. Reconciliation with payroll of monthly time & effort reports must be done at least quarterly.	☐	☐	☐
9.	For "hourly paid" staff, the program keeps documentation to support the number of hours an employee is paid in a pay period.	☐	☐	☐
10.	If any stipends (or extra duty pay) have been made to teachers to attend something like a professional development activity there must be a written agreement that indicates the work to be performed, date(s) of performance, and the amount to be paid. The agreement must be signed by employer and employee. Time and effort documentation must be kept using personnel activity reports (timesheets) if paid an hourly rate; or semi-annual time certification if paid as a total amount for "the job".	☐	☐	☐
11.	If AEL teachers are paid for planning time it must be based on actual hours worked and those hours must be documented. It cannot be based on an assumption of time.	☐	☐	☐

Missouri Adult Education and Literacy
Onsite Review: Fiscal Year 2019

12. An equipment inventory is maintained and up-to-date for equipment costing more than $1,000 and purchased with AEL funds.	☐	☐	☐
13. The program tracks the expenditure and receipts of funds separately within its organization from other funding sources received.	☐	☐	☐
14. Administrative expenditures (Category II) are no more than the administrative percent approved in the AEL budget.	☐	☐	☐
15. The program follows record retention guidelines.	☐	☐	☐
16. All subcontracts have received prior approval.	☐	☐	☐
17. Infrastructure costs, if paid, were negotiated, MOU signed, costs charged to administrative. Other costs paid to Job Center?	☐	☐	☐
18. If program reports institutionalized expenses, how are expenses being determined?	☐	☐	☐

Missouri Adult Education and Literacy
Onsite Review: Fiscal Year 2019

	Requirement Met? Yes	No	N/A
3. CERTIFICATION AND PROFESSIONAL DEVELOPMENT REQUIREMENTS			
1. The program has a system of tracking and recording certification and professional development requirements of all teaching staff.	☐	☐	☐
2. All teachers have a Missouri AEL Certificate of License to Teach. New hires have four months from hire date to obtain certification.	☐	☐	☐
3. The program director has a Missouri AEL Certificate of License to Teach. Certification must be obtained within twelve months of being hired as director.	☐	☐	☐
4. The program has a process for mentoring teachers during Initial Certification.	☐	☐	☐
5. The program can show evidence of annual performance-based teacher evaluations for teachers during initial certification.	☐	☐	☐
6. New teachers attended the PCW within 3 months of hire date.	☐	☐	☐
7. Teachers with Initial Certification attended the Beginning Teacher Assistance Program (BTAP) within six months of hire date.	☐	☐	☐
8. All teachers, Initial Certification and Career Continuous, must accumulate and document a minimum of one hundred (100) instructional hours per year. AEL Program Directors and teachers serving as WIOA case managers are exempt from this 100 hour requirement.	☐	☐	☐
9. All teaching staff are meeting the professional development requirements to maintain their certification status.	☐	☐	☐
a. All teachers have attended or will attend CCRS Professional Development.	☐	☐	☐
10. If the program uses substitute teachers, they are meeting the following: • The substitute teacher teaches less than 90 days per year • The substitute teacher teaches only in a class typically taught by an AEL certified teacher	☐	☐	☐

4. PROGRAM PERFORMANCE REQUIREMENTS: STUDENT OUTCOMES (WIOA)					
	YEAR	*STATE REQUIREMENT*	*OUTCOME*		
			% ACHIEVED	*MET TARGET? YES*	*NO*
A. Measurable Skill Gain	FY '16	63%		☐	☐
	FY '17	63%		☐	☐
	FY '18	63%		☐	☐
	FY '19	63%		N/A	
B. *Employment Second Quarter after Exit*	[redacted]	[redacted]	[redacted]	[redacted]	
	[redacted]	[redacted]	[redacted]	[redacted]	
	[redacted]	[redacted]	[redacted]	[redacted]	
	FY '18			N/A	
C. *Employment Fourth Quarter after Exit*	[redacted]	[redacted]	[redacted]	[redacted]	
	[redacted]	[redacted]	[redacted]	[redacted]	
	[redacted]	[redacted]	[redacted]	[redacted]	
	FY '18			N/A	
D. Median Earnings	[redacted]	[redacted]	[redacted]	[redacted]	
	[redacted]	[redacted]	[redacted]	[redacted]	
	[redacted]	[redacted]	[redacted]	[redacted]	
	FY '18			N/A	
E. *Credential Attainment*	[redacted]	[redacted]	[redacted]	[redacted]	
	[redacted]	[redacted]	[redacted]	[redacted]	
	[redacted]	[redacted]	[redacted]	[redacted]	
	FY '18			N/A	

WIA FEDERAL FOLLOW-UP OUTCOME MEASURES FY16					
	YEAR	STATE REQUIREMENT	OUTCOME		
			% ACHIEVED	MET TARGET? YES	NO
Entered Employment	FY '16	41%		☐	☐
Retained Employment	FY '16	70%		☐	☐
Receipt of High School Equivalency	FY '16	84%		☐	☐
Placement in Post-Secondary Education or Training	FY '16	25%		☐	☐

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4. PROGRAM PERFORMANCE REQUIREMENTS: STUDENT OUTCOMES (continued)

	Requirement Met? Yes	No	N/A
Data Entry and Management: Literacy, Adult and Community Education System (LACES)			
1. Security measures are in place to protect personal information of students.	☐	☐	☐
2. A system is in place for effective data collection from classroom to data entry person.	☐	☐	☐
3. All data is entered at least monthly.	☐	☐	☐
a. Daily or weekly attendance hours are entered.	☐	☐	☐
4. A process is in place for tracking and documenting student attendance hours.	☐	☐	☐
5. Check of student records shows that data is being tracked and entered accurately.			
a. Enrollment/ demographics/barriers	☐	☐	☐
b. Attendance	☐	☐	☐
c. Assessment	☐	☐	☐
6. Job Center Referrals are entered into LACES. (N/A at this time.)	☐	☐	☐

Review Applicable LACES Reports in areas of concern	
Reports Reviewed and areas of concern discussed:	

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4. PROGRAM PERFORMANCE REQUIREMENTS: STUDENT OUTCOMES (continued)

	Requirement Met? Yes	No	N/A
Assessment Procedures			
1. The program uses TABE to assess ABE/ASE students, and CLAS E - to assess ELL students	☐	☐	☐
2. All assessments are administered by an individual who has completed the state mandated training on the proper administration of the assessment instruments.	☐	☐	☐
a. Teachers have completed TABE online training as required.	☐	☐	☐
b. Teachers have completed CLAS-E training as required.	☐	☐	☐
i. To receive certification staff must complete the following:			
a. Participate in the Staff Development DVD with workbook	☐	☐	☐
b. Attend 6 hour face-to-face CLAS-E training given by one of the DESE contracted CLAS-E PD training providers	☐	☐	☐
c. Observe a minimum of 4 hours of CLAS-E test administration.	☐	☐	☐
ii. Staff may receive provisional certification by following these steps:			
• Participate in the Staff Development DVD with workbook, and	☐	☐	☐
• Observe a minimum of 4 hours of CLAS-E test administration.	☐	☐	☐
iii. Provisionally certified staff must become certified within 6 months by attending the 6 hour face-to-face CLAS-E training.	☐	☐	☐
3. Sufficient assessment materials are provided to meet the needs of the students and teachers in the instructional program.	☐	☐	☐
4. Assessments are administered in compliance with instructions published by test developers.			
a. Instructions are read prior to each test.	☐	☐	☐
b. Tests are timed.	☐	☐	☐
c. Testing materials are secured.	☐	☐	☐
d. Teacher/proctor is present during administration of test.	☐	☐	☐
e. Teacher/proctor does not answer questions or discuss test before, during, and/or after testing.	☐	☐	☐

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5. Proper pre-testing procedures are followed.	Requirement Met? Yes	No	N/A
a. All subject areas are administered. (Exception: student attending for a specific stated purpose – Example: People who need math for a job, etc.)	☐	☐	☐
i. In TABE, all three subject areas tests (Reading, Math, and Language) are administered	☐	☐	☐
ii. In TABE CLAS-E all four subject areas are administered. (Reading, Writing, Speaking and Listening).	☐	☐	☐
b. For ABE/ASE students, initial pre-test administration begins with the Locator for TABE.	☐	☐	☐
c. For ELL students, initial pre-test administration begins with the Locator for TABE CLAS-E.			
i. Locator Interview (Part A and Part B) when applicable	☐	☐	☐
ii. Locator Test (Part 1 and Part 2) when applicable	☐	☐	☐
iii. If CASAS 27/28 is given, justification document required.	☐	☐	☐
6. Proper Post-test procedures are followed for CLAS-E. For the speaking and writing tests, teachers may NOT post-test students for whom they are providing instruction.	☐	☐	☐
7. Time frames for administering assessments in the program are in compliance with state policy.	☐	☐	☐
a. The intake process, including one subject pretest, must be finished before starting class.	☐	☐	☐
b. Students have participated in a portion of orientation prior to pre-testing.	☐	☐	☐
c. At least one pre-test has been administered prior to twelve hours.	☐	☐	☐
d. All pretesting must be completed within two weeks of starting class.	☐	☐	☐
e. Program has a sufficient method for determining “Hours at Testing.”	☐	☐	☐
f. The rate of early post-testing does not exceed twenty-five percent (25%) of all post-tests administered.	☐	☐	☐
g. Incidents of “early post-tests” and “hours at testing anomalies” are documented.	☐	☐	☐
8. Classes have a sufficient method of determining test results in a timely manner.	☐	☐	☐
9. Assessment results are explained to the student.	☐	☐	☐
10. Only certified teachers interpret results of the assessments and counsel students regarding their educational plan.	☐	☐	☐

Missouri Adult Education and Literacy
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5. PROGRAM OPERATION REQUIREMENTS: STUDENT SERVICES

	Requirement Met? Yes No
Intake/Orientation	
1. All required enrollment and demographic, including barriers, information is collected.	☐ ☐ ☐
a. Barriers are described to enrollees during intake.	☐ ☐ ☐
2. Intake includes orientation information such as information regarding Missouri Job Center services, student expectations, attendance policies, information regarding additional services, etc.	☐ ☐ ☐
Instruction	
1. Instructional activities:	
a. Are built on a strong foundation of research and effective educational practice.	
i. Active Instruction is observed.	☐ ☐ ☐
ii. Multiple learning strategies used to provide differentiated instruction in the classroom.	☐ ☐ ☐
iii. Tiered instruction that includes: whole group, small group, guided practice, and independent learning is observed.	☐ ☐ ☐
iv. For ABE/ASE students, CCR Standards are embedded in lessons.	☐ ☐ ☐
b. Are of sufficient intensity and duration for participants to achieve substantial learning gains	☐ ☐ ☐
2. The Learner's Educational Guide is designed and used in such a way that:	
a. Students' educational goals/needs and assessment results are used to guide instruction.	☐ ☐ ☐
b. Student progress is frequently monitored.	☐ ☐ ☐
3. Which of the 6 activities is the program offering: adult education, literacy, workplace adult education and literacy, English Language Acquisition, workforce preparation, Integrated Education and Training?	☐ ☐ ☐
a. For those serving ABE/ASE students what is the program doing to improve the reading, writing, math, and English language arts skills through instruction for the ABE/ASE students?	☐ ☐ ☐
b. For those serving ELL students how does the program plan to improve the reading, listening, speaking, and writing skills through instruction for ELL students?	☐ ☐ ☐
c. Does the program have the ability to serve eligible individuals with disabilities, including eligible individuals with learning disabilities?	☐ ☐ ☐

d. Describe how the program's instruction is based on the most rigorous research available for reading, writing and math.	☐ ☐ ☐
e. Describe how the program is effectively using technology, services and deliverysystems, including distance education, in a manner sufficientto increase the quality of learning, and howsuch technology lead to improved performance.	☐ ☐ ☐
f. The program's activities provide learning in context so that an individual acquiresthe skills needed to transition to and complete postsecondary and obtain and advance in employment.	☐ ☐ ☐
g. Describe how the program coordinates with other available education, training, and social service resources in the community.	☐ ☐ ☐

Requirement Met?
Yes No N/A

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Align to Local Workforce Board	
1. The program aligns AEL activities and services with the strategy and goals of the local workforce, as well as the activities and services of the one-stop partners.	☐ ☐ ☐
Referral Process	
1. Students are referred to Job Centers for services when appropriate.	☐ ☐ ☐
2. Referrals are entered into LACES when a referral is made to the Job Center. (Not doing at this time.)	☐ ☐ ☐
3. Referral form is given to student.	☐ ☐ ☐

NOTES:

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6. Integrated Education and Training

	Requirement Met? Yes	No	N/A
Program Operation			
1. What Adult Education & Literacy activities are included in the IET(s)?	☐	☐	☐
2. Which workforce preparation activities are embedded in the IET(s)?	☐	☐	☐
3. What occupational training activities are included in the IET(s)?	☐	☐	☐
(a) What occupation(s) can the people who complete their IET qualify for?	☐	☐	☐
4. How does AEL, workforce prep activities and occupational training occur simultaneously within the overall scope of the IET program(s)?	☐	☐	☐
• How do the three components function cooperatively throughout the overall scope of the IET?	☐	☐	☐
• If the IET is provided by more than one instructor/trainer, how does the staff collaborate?	☐	☐	☐

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7. Local Integrated English Literacy & Civics Education

	Requirement Met? Yes	No	N/A
Program Operation			
1. Only ELL students are served by the program.	☐	☐	☐
2. How does instruction lead to attainment of HSE and transition to postsecondary or employment?	☐	☐	☐
3. Does the instructional program include instruction in reading, writing, speaking, listening, and understanding English?	☐	☐	☐
4. There is evidence that the program includes instruction on the rights and responsibilities of citizenship and civic participation.	☐	☐	☐
5. How is civics education integrated with the English language acquisition instruction?	☐	☐	☐
6. How are IELCE program services provided in combination with IET?	☐	☐	☐
7. How is the training piece of the IET funded? a. The IELCE program co-enrolls participants in an IET funded by sources other than grant funds; <u>OR</u> b. The IELCE program uses grant funds to support IET programming.	☐	☐	☐
8. How does the IELCE program integrate with the local workforce development board to carry out the program?	☐	☐	☐
9. How does the IELCE program prepare ELL students for, and places them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency?	☐	☐	☐

Missouri Adult Education and Literacy
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Worksheet 1: Numbers and Dollars

Missouri Adult Education and Literacy Program Review: Fiscal Year 2019 Fiscal Guidance: Numbers and Dollars

Program:

COST PER STUDENT: LOCAL PROGRAM
Total dollars spent
divided by
number of students served

	Dollars Spent: Actual (AEL-EL/Civics)		STUDENTS SERVED: Actual		COST PER STUDENT
FY '16		divided by		equals	
FY '17					
FY '18					

AVERAGE PROGRAM COST PER STUDENT:
Total of each program's "cost per student"
divided by
the number of programs in the state

	AVERAGE OF PROGRAM AVERAGES
FY '16	$642.73
FY '17	$676.32
FY '18	$778.58

DOLLARS SPENT:
Actual dollars spent
compared to
total dollars budgeted

	Dollars Spent: Actual (AEL-EL/Civics)		TOTAL BUDGET		% DOLLARS SPENT
FY '16		divided by		equals	
FY '17					
FY '18					

STUDENTS SERVED:
Actual number of students served
compared to
projected number of students served

STUDENTS SERVED: ACTUAL		STUDENTS SERVED: PROJECTED		% STUDENTS SERVED
	divided by		equals	

	% DOLLARS SPENT		% STUDENTS SERVED		EXPENDITURES TO SERVED DIFFERENCE*
FY '16		minus		equals	
FY '17					
FY '18					

*Should be <20 percentage points. See Director's Guide page 14

Missouri Adult Education and Literacy
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Worksheet 2: Program Performance Guidance

Program: ___________________________

DATA INDICATOR		FORMULA	YEAR	STATE GUIDANCE	OUTCOME: % ACHIEVED	OUTCOME: ACHIEVED? Yes	OUTCOME: ACHIEVED? No
PERSISTENCE AT 30 HOURS	12+ pre-tested students that have attended for thirty or more hours	Attended 30+ hours / Total Number Enrolled	FY '16	75%		☐	☐
			FY '17	75%		☐	☐
			FY '18	75%		☐	☐
			FY '19	75%		☐	☐
POST-TEST	12+ pre-tested students that have been post-tested	Post-tested / 12+ Pre-tested students	FY '16	71%		☐	☐
			FY '17	71%		☐	☐
			FY '18	71%		☐	☐
			FY '19	71%		☐	☐
EFL GAIN	12+ pre-tested students that have advanced at least one educational level	EFL Gain / 12+ Pre-tested students	FY '16	63%		☐	☐
			FY '17	63%		☐	☐
			FY '18	63%		☐	☐
			FY '19	63%		☐	☐
EFL GAIN OF THOSE POST-TESTED	Post-tested students that have advanced at least one educational level	EFL Gain / Post-tested	FY '16	90%		☐	☐
			FY '17	90%		☐	☐
			FY '18	90%		☐	☐
			FY '19	85-90%		☐	☐

Attachment 16

Missouri Adult Education and Literacy
Onsite Review: Fiscal Year 2019
Classroom Review

Program:

Teacher:

Class Site:

Date:

DIRECTIONS: Review each item and check the box to the right if the requirement is met.	**Yes No NA**
Intake/Orientation	
1. All required enrollment and demographic information, including barriers, is collected.	☐ ☐ ☐
a. Barriers are described to enrollees during intake.	☐ ☐ ☐
2. Intake includes orientation information such as information regarding Missouri Job Center services, student expectations, attendance policies, information regarding additional services.	☐ ☐ ☐
Data Management	
1. Students currently in attendance have signed in at the time of arrival.	☐ ☐ ☐
2. Students currently in attendance have not signed out prior to leaving class.	☐ ☐ ☐
3. All student records with confidential information are stored in a secure place.	☐ ☐ ☐
4. If multiple grant services are being provided within the class, separate sign in sheets are used for each grant.	☐ ☐ ☐
5. The class site is in compliance with an effective data collection process from classroom to data entry person.	☐ ☐ ☐
Learner's Educational Guide	
1. The Learner's Educational Guide is used in such a way that assessment results are used to guide instruction.	☐ ☐ ☐
2. The Learner's Educational Guide shows evidence that student progress is frequently monitored.	☐ ☐ ☐
Instructional Activities	
1. Instructional activities are built on a strong foundation of research and effective educational practice.	
I. Active Instruction is observed	☐ ☐ ☐
II. Multiple learning strategies used to provide differentiated instruction in the classroom.	☐ ☐ ☐
III. Tiered instruction that includes: whole group, small group guided practice, and independent learning is observed.	☐ ☐ ☐
IV. For ABE/ASE students, CCR standards are embedded in lessons.	☐ ☐ ☐
2. Instructional activities are of sufficient intensity and duration for participants to achieve substantial learning gains.	☐ ☐ ☐
3. Instructional activities provide learning in real life context, as it relates to sector strategies in the local area.	☐ ☐ ☐
4. Instructional activities incorporate instructional practices that include essential components of reading instruction such as phonemic awareness, systematic phonics, fluency, and reading comprehension.	☐ ☐ ☐
5. Instructional activities effectively employ advances in technology.	☐ ☐ ☐

Missouri Adult Education and Literacy
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Classroom Review

Assessment Procedures (Discussion/Observation Items)	
1. Class has an adequate supply of assessment materials to meet the needs of the students.	☐ ☐ ☐
2. Teacher or test proctor indicates knowledge and practice of publishers' instructions for administering assessments.	
a. Instructions are read prior to each test.	☐ ☐ ☐
b. Tests are timed.	☐ ☐ ☐
c. Teacher/proctor is present during administration of test.	☐ ☐ ☐
d. Teacher/proctor does not answer questions or discuss the test before, during, and/or after testing.	☐ ☐ ☐
3. Proper pre-testing procedures are followed.	☐ ☐ ☐
c. All subject areas are administered. (Exception: student attending for a specific stated purpose- Example: People who need math for a job, etc.)	☐ ☐ ☐
i. In TABE, all three subject areas tests (Reading, Math, and Language) are administered.	☐ ☐ ☐
ii. In TABE CLAS-E all four subject areas are administered. (Reading, Writing, Speaking, and Listening)	☐ ☐ ☐
d. For ABE/ASE students, initial pre-test administration begins with the Locator for TABE.	☐ ☐ ☐
e. For ELL students, initial pre-test administration begins with the Locator for TABE CLAS-E.	☐ ☐ ☐
i. Locator Interview (Part A and Part B) when applicable (for those with extremely low English skills.)	☐ ☐ ☐
ii. Locator Test (Part 1 and Part 2) when applicable (skip interview if mediocre English Skills.	☐ ☐ ☐
iii. If CASAS 27/28 is given, justification document required. (allowable but not required for students with little to no literacy skills)	☐ ☐ ☐
4. Procedures are in place to track and document the hours of instruction a student has had at the time of post-testing.	☐ ☐ ☐
5. Teacher indicates knowledge and practice of compliance with state policy for post-testing.	
a. Teacher has a sufficient method of determining "Hours at Testing."	☐ ☐ ☐
b. The rate of early post-testing does not exceed twenty-five percent (25%) of all post-tests administered.	☐ ☐ ☐
c. Incidents of "early post-tests" and "hours at testing anomalies" are documented.	☐ ☐ ☐
6. Proper post-test procedures are followed for CLAS-E. For the speaking and writing tests, teachers may NOT post-test students for whom they are providing instruction.	☐ ☐ ☐
7. Class has a sufficient method of determining test results in a timely manner.	☐ ☐ ☐
8. Teacher explains the assessment results to the student.	☐ ☐ ☐
9. Assessments are stored in a secure place.	☐ ☐ ☐

NOTES:

Missouri Adult Education and Literacy
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Student Interview

Program:

Class Site:

Teacher:

Student:

Reviewer:

Date:

DIRECTIONS: Interview student and record responses.

1. Could you walk through the steps regarding what happened when you first came to the program? (Did they do any testing?, explain policies, what are the expectations (attendance)?, job center services, etc.)

2. What subjects are you working on in class?

Missouri Adult Education and Literacy
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Student Interview

3. What is your typical day in class like? (Do you do group activities? Do you work alone? Do you get to participate and ask questions? Do you understand your teacher's explanations?)

4. What are your plans after getting your HiSET certificate? Better job? College? Have you been receiving help with college preparation or with work skills in the classroom?

5. What do you like about this program? How can we make it better?

Missouri Adult Education and Literacy
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Student Interview

ELL Only:

6. Do you feel like this program is helping you learn English?

7. Speaking, Listening, Reading, Writing – Which is easiest for you? Which is the hardest?

Missouri Adult Education and Literacy
Onsite Review: Fiscal Year 2019
Program Time Line

This outline is provided to assist the AEL Local Program Director in preparing for the Onsite Review of the AEL program. Any questions about this time line or any activities of the review process can be directed to the DESE AEL review team leader.

ONGOING ACTIVITIES IN PREPARATION FOR THE ONSITE REVIEW

Review DESE's grant or Invitation for Bid document and your organization's most recent application for an AEL grant or contract.

The local program director can prepare for the onsite visit by utilizing the monitoring documents found on the DESE website https://dese.mo.gov/adult-learning-rehabilitation-services/adult-education-literacy/ael-site-review. Specifically:

- For requirements not met, take actions to correct the situation.
- Continually operate and improve your local program with the intention of meeting and exceeding the program performance and operation requirements.
- Check that all activities proposed in the grant/bid application are being carried out.
- Conduct site visits of all classrooms and/or direct teachers to self-assess using the Classroom Review Form.
- Compile and organize documentation to verify that program requirements have been met.
- Meet with your host agency fiscal officer to share requirements from the Fiscal Management section and to prepare for the visit.
- Based on your review of the compiled documentation, highlight the areas that you believe are special strengths of your program, and determine areas for program improvement. Be prepared to discuss these points with the review team.
- Familiarize teachers, students, and administrative staff of their part in the review process, referring specifically to review documents.

Missouri Adult Education and Literacy
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Program Time Line

FIRST QUARTER OF FISCAL YEAR THAT PROGRAM IS SCHEDULED FOR AN ONSITE REVIEW:

Coordinate with DESE AEL staff to establish the dates that the team will visit your program.

SIX WEEKS BEFORE ONSITE REVIEW: RECEIVE ONSITE ANNOUNCEMENT

Approximately six weeks before the team's visit you will receive an onsite review announcement letter. You will be referred to the onsite review packet. This will be the official notification of the dates that your program has been scheduled for an onsite review, and will serve as an indication that the preparation activities should be underway.

At this time, if you have not already done so, conduct and complete all activities from the ongoing activities list on page one of this document.

During the time leading up to the review, refer to the review packet documents as a scaffold for preparing for the review. The review team will be completing these forms during the course of the onsite visit.

ONSITE REVIEW PACKET	
DOCUMENT	NOTES
Program Time Line	This document details activities that the director should prepare for the onsite review.
Onsite Review Form	The review team will complete this form as they conduct the onsite review.
Worksheets	These forms are used by the review team to gather information to use in the analysis and discussion of the program's performance.
Classroom Review Form	The review team will complete this form for each classroom they visit during the onsite review.
Student Interview	Members of the review team will interview randomly selected students using selected questions from this form.

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Program Time Line

FOUR WEEKS BEFORE ONSITE REVIEW: SCHEDULE PROGRAM REVIEW ACTIVITIES

Approximately one month before the scheduled visit, you will be contacted by phone by the DESE onsite review team leader to coordinate a detailed schedule for the onsite visit. The purpose of this phone call is to discuss logistical details of the review.

The following activities will be scheduled to occur when the review team visits your site:

ONSITE REVIEW ACTIVITIES		
ACTIVITY	GUIDING DOCUMENTS	LOCAL PARTICIPANTS
Entrance Conference	Onsite Review Schedule	Program Director
Administrative Interview	Onsite Review Form: • General Requirements • Certification and Professional Development Requirements • Program Performance Requirements • Program Operation Requirements	Program Director
LACES Review	Onsite Review Form: • Data Entry and Management	Program Director LACES Data Entry Personnel
Fiscal Review	Onsite Review Form • Fiscal Management	Program Director Host Agency Fiscal Officer
Class Site Visits Teacher Interviews	Onsite Review Form: • Program Operation Requirements: Student Services • Program Performance Requirements: Assessment Procedures Classroom Review Form	Teachers
Student Interviews	Student Interview Form	Students
Team Meeting	Onsite Review Form all sections	
Exit Conference, Part 1	Onsite Review Form all sections	Program Director
Exit Conference, Part 2	Onsite Review Form all sections	Program Director Host Agency Administrative Supervisor

Missouri Adult Education and Literacy
Onsite Review: Fiscal Year 2019
Program Time Line

During the phone conference, the local director will be asked to:

- Submit the current schedule of classes including the physical address of the class site. This will enable the DESE team leader to arrange as many class visits during the review as possible.
- Coordinate with the host agency's fiscal officer to schedule the fiscal review.
- Coordinate with the host agency's AEL supervisor to arrange a time for the exit conference.
- Submit a roster of AEL teachers employed by the program in the current fiscal year. The hire date and Educator ID number for each teacher must be included to allow the DESE AEL office to verify certification requirements have been met.
- Submit the location of the review conference meetings, including physical address of the AEL office and other host agency offices that will be visited during the review.

After the requested information is submitted, the DESE team leader will propose a tentative schedule to the program director and other members of the review team. In the days leading up to the review, the DESE team leader and the program director will work together until a schedule is finalized with all review activities planned.

ONE WEEK BEFORE: CONFIRM VISIT DETAILS

In the week before your onsite review, the DESE team leader will contact you to verify and confirm all details of the visit.

At this time and throughout the process, do not hesitate to contact the DESE AEL team leader if you have questions.

Attachment 17

Definitions

NRS Barriers Definitions

Displaced homemaker – The participant has been providing unpaid services to family members in the home and (a) has been dependent on the income of another family member but is no longer supported by that income; (b) is the dependent spouse of a member of the armed forces on active duty whose family income is significantly reduced because of (i) a deployment or a call or order to active duty pursuant to a provision of law, (ii) a permanent change of station, or (iii) the service-connected death or disability of the member; and (c) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

English language learner, low literacy level, cultural barriers – The participant has either (a) limited ability in speaking, reading, writing, or understanding the English language; (b) an inability to compute and solve problems, or read, write, or speak English at a level necessary to function on the job in the participant's family or in society; or (c) a perception of him- or herself as possessing attitudes, beliefs, customs, or practices that influence a way of thinking, acting, or working that may serve as a hindrance to employment.

Exhausting Temporary Assistance for Needy Families (TANF) within 2 years - The participant is within 2 years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether he or she is receiving these benefits at program entry.

Ex-offender - The participant is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.

Homeless or runaway youth - The participant lacks a fixed, regular, and adequate nighttime residence; has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth). However, a participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that fact alone, be recorded as homeless.

Long-term unemployed - The participant has been unemployed for 27 or more consecutive weeks.

Low-income - The participant (a) receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving in the past 6 months assistance through the Supplemental Nutrition Assistance Program (SNAP), the TANF program, the Supplemental Security Income (SSI) program, or State or local income based public assistance; (b) is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level; (c) is a youth who receives, or is eligible to receive, a free or reduced-price lunch; (d) is a foster child on behalf of whom State or local government payments are made; (e) is a participant with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement; (f) is a homeless participant or homeless child or youth or runaway youth; or (g) is a youth living in a high-poverty area.

Migrant and seasonal farmworker **-** The participant is a low-income individual who for 12 consecutive months out of the 24 months prior to application for the program involved has been

primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment, and faces multiple barriers to economic self-sufficiency.

Individual with disabilities - The participant indicates that he or she has any disability, defined as a physical or mental impairment that substantially limits one or more of the person's major life activities, as defined under the Americans with Disabilities Act of 1990.

Single parent - The participant is a single, separated, divorced, or widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

Youth in foster care or who has aged out of system - The participant is a person who is currently in foster care or has aged out of the foster care system.

NRS Race/Ethnicity Definitions

Ethnicity – Choose Yes/No indicated by how the individual self-identifies, appears to belong to, or is regarded in the community as belonging.

- Hispanic/Latino of any race - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term ``Spanish origin'' can be used in addition to ``Hispanic/Latino or Latino.'' Participants who identify themselves as Hispanic/Latino are reported only in that category.

Race – Choose one or more indicated by how the individual self-identifies, appears to belong to, or is regarded in the community as belonging.

- American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment
- Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam
- Black or African American - A person having origins in any of the Black racial groups of Africa
- Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands
- White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa
- More than one race - A person having origins in two or more race categories and not Hispanic/Latino

NRS Labor Force Status Definitions

Employed - Participants who work as paid employees, work at their own business or farm, or work 15 hours or more per week as unpaid workers at a farm or business operated by a member of their

family. Also included are participants who are not currently working but who have jobs or businesses from which they are temporarily absent.

Employed but received notice of termination of employment or military separation is pending - Participant has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or participant is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement)

Unemployed - Participants who are not employed but are seeking employment, are making specific efforts to find a job, and are available for work

Not in the labor force - Participants who are not employed and are not seeking employment

Secondary Programs Definitions

Correctional Facilities **-** Any prison, jail reformatory, work farm, detention center, or any other Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders

Community Corrections Programs - A community-based rehabilitation facility or halfway house

Other Institutional Programs - Any other medical or special institution